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ABSTRACT

This annual report for the fiscal year that ended June 30, 1987 is divided into a narrative section and a statistical section. The narrative sections begin with a general progress report by the South Carolina State Superintendent of Education, followed by analogous reports by the Special Assistant for Legal and Legislative Affairs and the Associate Superintendent for Program Improvement. The first major section consists of reports by respective offices of the Division of Instruction and subsections thereof: Office of General Education (Basic Skills and Curriculum Development); Office of School District Accreditation and Assessment; Office of Leadership and School Improvement; Office of Vocational Education; Administration, Planning, and Evaluation; Vocational Programs and Curriculum Development; Office of Programs for the Handicapped; Office of Adult Education; and Office of Federal Programs. Next are reports from the Division of Administration and Planning, including Legal Services; Office of Public Information; Office of Research; Educational Data Center; and Office of Teacher Education and Certification. The Division of Finance and Operations section follows, including reports by the Office of Finance; Office of School Planning and Building; Office of Transportation; Office of School Food Services; Office of Textbooks and Audiovisual Display; Office of Personnel; and Office of Purchasing. The final report is by the Division of Public Accountability. The statistical section follows. It consists of 12 extensive tables and makes up about half of the report. (TE)

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Charlie G. Williams
State Superintendent of Education

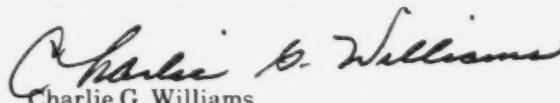
STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

November 2, 1987

TO: His Excellency, the Governor Carroll A. Campbell, Jr., and The Honorable Members
of the General Assembly of South Carolina

Transmitted herewith is the Annual Report of the South Carolina Department of
Education for the fiscal year which ended June 30, 1987.

Respectfully submitted,


Charlie G. Williams
State Superintendent of Education

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1986-87 PROGRESS REPORT

Dr. Charlie G. Williams
State Superintendent of Education

This year marks the 119th occasion for a State Superintendent to submit an annual report to the citizens of South Carolina. Whether they realize it or not, all citizens of South Carolina are stockholders in the education enterprise and the activities detailed in this report. Every taxpayer is supporting public education; the destiny of every community is determined largely by the quality of its public schools. Further, communities usually get the kind of schools they want and deserve.

Most annual reports have limited appeal to their audience; stockholders tend to gauge them by the bottom line. The bottom line of this report is a curious juxtaposition of promise and caution. There is abundant evidence herein that students in South Carolina's public schools are approaching a point where they no longer will be playing "catch-up" with the rest of the nation. Our students are now performing at a level which could enable them to begin playing "get ahead" for the first time in South Carolina's educational history.

Some encouraging results from efforts at improving the state's educational system include the following.

- Student attendance increased to 96 percent of the average daily membership in 1986-87, compared to 95.7 percent in 1985-86 and 94.6 percent in the pre-EIA 1983-84.
- Course units needed for graduation have been raised from 18 units to 20 units.
- Half-day child development programs for four-year-olds who lack needed learning skills are also being established across the state, with 8,282 children served in 1986-87 compared to 3,400 in 1984-85.
- A total of 35,554 gifted and talented students were served in 1986-87, an increase of more than 8,500 students over the previous school year.
- A total of 110,588 first grade through sixth grade students were served through compensatory education programs, while 149,850 seventh through twelfth grade students participated in remedial programs.
- The average teacher salary rose to \$23,039 in 1986-87 to keep pace with the Southeastern average, up from \$21,570 in 1985-86.
- Competitive state grants to support teacher efforts to improve education were awarded to 112 teachers in 1986-87 for a total of \$200,000.
- Another \$120,000 was awarded to 65 teachers for development of creative curriculum projects in science.
- Institutes and seminars at 25 sites during 1986-87 drew 1,021 administrators seeking to improve their skills.
- Incentive awards totaling nearly \$6.8-million were awarded to schools, vocational schools, and districts that demonstrated superior performance.

The evidence is compelling: classroom teachers, administrators, and school boards have performed admirably in implementing the more than 60 programs or major policy revisions mandated by the Education Improvement Act.

But a wholesome degree of caution accompanies this volume. In spite of overwhelming successes of the past few years, the EIA is at risk. The one-cent increase in the state sales tax has never generated the revenue originally projected when the EIA was passed in June 1984. In addition, midyear cutbacks in state funding for the basic educational program in South Carolina have become all too familiar. Those financial constraints, in combination with a growing reluctance to provide funding at the local level, threaten the effectiveness of continued reform.

Ironically, the opportunity for a better economic future in this state lies in the education of its citizens. To produce goods of higher, lasting quality at a lower cost demands a pool of employees who work smarter, not just harder. If the work force is to keep up with the demands of the marketplace, educators, legislators, parents, and the community at large must be prepared to make our citizenry the best it can possibly be.

Unfortunately, the unified commitment to the spirit of the EIA seems to be wavering. As we have been working diligently to make each individual educational program effective, we have lost proper perspective on what is driving the need for reform--the goal of improving the existence of every South Carolinian. And that requires support for all aspects of the educational process without various entities vying independently for their priorities. This competition leads to splintering and isolation, not unity.

The unique partnership which gave rise to the EIA--citizens at regional forums, business leaders, legislators, and other government officials--must be revived and maintained. The toughest part of South Carolina's education reform movement is still ahead. Citizens must be convinced that the energy and money spent so far on our schools have produced results and that continuing efforts are imperative.

Certainly, the EIA is one of the strongest hopes for a prosperous Palmetto State. Education is truly the key to a better life for everyone. To this end then, we must continue to strive for a rekindling of the sparks that initially ignited the reform package in 1984--we must bring about a new commitment to excellence. Only then can we be assured of a continuing, meaningful spiral of success. The alternative is to turn our backs on this powerful movement and abandon the opportunities it will bring for future generations.

**SPECIAL ASSISTANT FOR LEGAL AND
LEGISLATIVE AFFAIRS
LeGrand A. Rouse, II**

Throughout the 1987 session of the General Assembly, the Special Assistant served as a liaison from the Department to the House and Senate, expeditiously providing information and materials related to public school education to individual members, appropriate committees, and legislative staff. As a part of this service, he scheduled and often participated in conferences among legislators, legislative staff, and Department personnel.

The Special Assistant routinely monitored the introduction of, and subsequent actions on, all education legislation of statewide application, providing daily and weekly written status reports to the State Superintendent and his deputies. Periodic oral and written reports were also given to office directors and other departmental personnel. Several compilations of legislative activity were also disseminated to county, district, and area officials and/or members of the State Board of Education. As a part of this effort, the Special Assistant was called upon, at various stages of the legislative year, to present status reports with an emphasis on amendments to the Education Improvement Act proposed by the statewide EIA Implementation Council System and the State Board of Education. The Special Assistant worked closely with staff of the Select Committee of the General Assembly in presenting those amendments for its consideration, providing background information, and answering questions. Additional information and attention to specific inquiries were provided by telephone, through correspondence, and during scheduled office meetings.

The Special Assistant also assisted the State Superintendent and other members of the Department's management team in their efforts to communicate to the General Assembly their concerns, views, and suggestions on pending legislation or the need for the introduction of specific bills or resolutions. As a part of this process, he appeared before appropriate standing legislative committees and subcommittees or arranged for other representatives of the Department to appear.

In addition, the Special Assistant served as a consultant to the Legislative Committee of the State Board of Education. He also maintained dialogue with the officers and legislative representatives of a variety of educational interest groups and actively participated in workshops and conferences sponsored by such groups.

ASSOCIATE SUPERINTENDENT FOR PROGRAM IMPROVEMENT

Alfred T. Butler, Jr.

The Office of Associate Superintendent for Program Improvement works with other state agencies, school districts, and support groups throughout the state in a concerted effort to improve the quality of education in South Carolina's public schools. The Associate Superintendent is a member of the State Superintendent's staff and serves as a member of the policy/decision-making executive staff.

The major thrust of this office during the 1987 fiscal year was directed toward activities designed to promote educational opportunities for preschool and public school children and to improve parents' participation in the education of their children. This was accomplished by generating support for public education among diverse public groups, organizations, and religious denominations and by providing materials and technical assistance. Educational materials and information designed to help parents with their children were disseminated to parents through various groups, organizations, and churches.

This office developed and disseminated over 20,000 copies of educational materials designed to stress the importance of kindergarten and to encourage parents to enroll all eligible children in four-year-old and kindergarten programs.

Through the concerted efforts of the Department of Education, the Department of Social Services, churches, parents, local school districts, and other groups interested in the learning process of children, the readiness skills of children entering first grade have improved over the last five years. In 1979, the percentage of first grade children indicating readiness on the Basic Skills Assessment Program (readiness test) was 60.2. This percentage rose to 63.7 in 1980, 68.1 in 1981, 70.8 in 1982, 72.6 in 1983, 72.4 in 1984, 74.2 in 1985, and leveled off at 74.5 in 1986. The test data also indicated that those preschool children with the greatest educational needs were making the greatest progress toward readiness improvement.

Through representatives from various religious denominations, workshops and presentations were conducted for the purpose of demonstrating activities that local churches could implement in providing learning experiences for children. The booklets, "Learning Through Play" (developed by the Department staff for use by parents and other persons working with preschool children) and "Helping Your Child Learn" (adopted by the Department staff as a guide to parents), were distributed to these groups. A pamphlet, "Working Together To Help Your Children," was also distributed to various groups. This pamphlet contained specific suggestions on ways churches and community groups can become more involved in helping children learn. Also distributed was the publication, Parent Activities for Learning Basic Skills (PALS), a collection of learning activities which was prepared to help parents reinforce learning in the basic skills of reading and mathematics for children in grades K through 3. It was intended to enhance the involvement of parents in the learning process of their children through positive home/school interaction.

Ministers of various denominations and other community leaders received periodic reports on the progress in public education and were provided with educational information useful to the parents and children in their congregations and respective communities.

DIVISION OF INSTRUCTION
Sidney B. Cooper, Deputy Superintendent
Dr. Ernest B. Carnes, Associate Superintendent for Internal Budgeting and Auditing

OFFICE OF GENERAL EDUCATION
Joel Taylor, Director

Major missions:

1. To monitor and evaluate curriculum and instructional methods in schools to ensure compliance with the South Carolina Basic Skills Assessment Act.
2. To develop and implement a plan for programs under the Education Improvement Act of 1984, including compensatory and remedial education, gifted and talented education, advanced placement, a college preparatory curriculum, a K-6 agricultural curriculum, higher order thinking skills, teaching as a career, compulsory kindergarten, and a half-day program for four-year-olds.
3. To develop and initiate programs for curriculum improvement and expansion.
4. To administer statewide programs for early childhood education, parent education, and substance abuse education and teacher training grants for teachers in the critical areas of mathematics, reading, science, and computer education.
5. To coordinate the textbook adoption program.
6. To develop and implement a federally funded scholarship program for students with high academic achievements.

There was extensive staff involvement in program implementation under regulations approved by the State Board of Education and the General Assembly for programs included under the Education Improvement Act of 1984. Other programs were directly related to developing strategies for meeting the general educational needs of all student, prekindergarten through high school. Special attention was given to planning programs for the high academic achievers and the artistically talented and for the at-risk students who have minimum chances for success without intervention.

A specific responsibility of the Director of the Office of General Education was the coordination of the state textbook adoption program. In the fall of 1986, recommendations from five textbook evaluating and rating committees were presented to the State Board of Education, resulting in new adoptions of approximately 20 percent of the textbooks used by the state's public school students. All State Board of Education approved textbooks and supplementary materials were listed in a supplement to the Catalogue of Adopted Textbooks for Use in South Carolina Public Schools, 1986-87.

Basic Skills Section
Lane Trantham, Chief Supervisor

Missions: to administer programs and render services directly to school districts in the areas of Basic Skills Assessment Program (BSAP) implementation, Education Improvement Act (EIA) compensatory/remedial programs, kindergarten, child development, parent education, individualization of instruction, model program replication, writing, reading, and mathematics.

During the fiscal year, six new positions were added to the Basic Skills Section. These included two positions for reading consultants, two positions for mathematics consultants,

and two clerical positions. These positions were added for the specific purpose of monitoring more schools and school districts than had been possible in the past. Two hundred and three schools were monitored in 30 school districts and two state agencies (Department of Youth Services and Department of Corrections). In keeping with a legislative proviso, the Basic Skills Section is now scheduled to monitor all school districts over a three-year period.

During 1986-87, the Basic Skills Section implemented new standards and criteria for assessing school districts for compliance with basic skills legislation. Eight regional meetings were conducted in August 1986 to explain the new monitoring procedures to school administrators. Of the 203 schools monitored, 188 were found to be in compliance with the requirements of BSAP and EIA legislation and regulations.

Other major efforts of the Basic Skills Section included: (1) working with the Educational Assessment Section of the Office of Research by participating in eight utilization workshops at four regional sites for 1,708 district and school administrators and test coordinators; (2) working with the Educational Assessment Section in monitoring the administration of the basic skills assessment tests and in monitoring test administration procedures in schools in two school districts; and (3) working with the Educational Assessment Section in conducting training on the administration of CSAB for district-level personnel.

In July 1986, the National Diffusion Network State Facilitator Project was transferred, for internal management purposes, from the Basic Skills Section to the Office of Federal Programs.

Early Childhood Education

The early childhood education program in South Carolina consisted of three major components: a statewide system of public school kindergartens, child development programs, and parent education efforts, which included home-based parent education programs. The activities of the Department of Education early childhood program were coordinated with the Comprehensive State Plan for Early Childhood Development and Education.

During the 1986-87 school year, 41,671 five-year-olds were served by kindergarten classes in 92 school districts, primarily through 1,366 half-day sessions. Approximately 296 full-day kindergartens were operated by districts through the use of supplementary local or federal funds. The number of children served by public school kindergartens represented 85 percent of the state's five-year-old population. An undetermined number of five-year-olds attended nonpublic kindergartens or Head Start.

Under the provisions of the Education Improvement Act (EIA), kindergarten attendance is compulsory, with an exception allowing for parents or guardians to elect not to send their children to kindergarten. Posters publicizing the compulsory nature of kindergarten attendance continued to be available to school districts. Local schools were encouraged to place the posters throughout their communities to notify the public of the change in the compulsory attendance law and the availability of the kindergarten waiver. In a statewide survey, it was determined that 147 waivers were filed by parents in 1986-87.

Assistance from Basic Skills Section staff to district kindergarten programs was provided through on-site visits, curriculum development assistance, review of kindergarten guides, and presentations at staff development workshops. Kindergarten recruitment and registration materials were disseminated to districts upon request.

Through funds provided by the General Appropriations Bill and the Education Improvement Act, a total of 86 school districts operated half-day programs for four-year-olds, center-based child development programs, and home-based parent education programs. District funding allocations totaled \$10,245,924 for the operation of these early childhood programs. A proportionate share of the funds was offered to all districts through an allocation system to operate EIA child development programs. Sixty-nine districts utilized these funds to serve a

total of 7,943 four-year-olds. The selection of children for participation was based on each district's plan for enrollment, which included an individual developmental assessment designed to indicate potential risk for school failure at entry into first grade.

Staff development efforts were undertaken to assist teachers and aides in implementing an appropriate program for the targeted four-year-olds. Preservice workshops were held for newly employed teachers and aides to assist in implementation of the High/Scope Cognitively Oriented Curriculum. Workshops for administrators were also held to acquaint them with program regulations and the High/Scope Curriculum. Program monitoring was accomplished through on-site visits. An evaluation system to monitor the effectiveness of the programs was implemented.

Continuing center-based child development programs operated primarily on a full-day basis in 24 districts and served 2,334 children, ages three to five. All of the five-year-olds in these centers also participated in the half-day public school kindergarten program for that portion of each day. Eight districts continued operation of home-based parent education programs in 1986-87. These programs provided individual attention to parents at home to assist them in understanding and encouraging the development of their children.

Additional parent education efforts involved the distribution of booklets for parents to 100 elementary schools for use in parent education programs. Staff assistance continued to be available to implement these programs.

Department of Education staff worked in conjunction with the University of South Carolina to conduct an Early Childhood Summer Institute for approximately 250 teachers and administrators. In addition to other activities mentioned, early childhood education staff conducted workshops and made presentations which reached over 540 teachers and administrators.

The Department of Education early childhood staff participated in updating the Comprehensive State Plan for Early Childhood Development and Education. Additionally, staff members were involved in the coordination of (1) the pilot efforts for community child development advisory committees, (2) the examination of training and accreditation issues, (3) public policy issues, and (4) a feasibility study on the implementation of full-day kindergarten.

Mathematics

The five mathematics consultants participated in monitoring 32 school districts for BSAP and EIA compliance during the 1986-87 school year. They conducted 23 staff development sessions with teachers and administrators dealing with mathematics and basic skills. Technical assistance was provided to three schools with mathematics NCE gains of less than 1.0 for the past two consecutive years.

As a service to school districts, all mathematics consultants provided technical assistance to the 32 districts to be monitored during the 1987-88 school year. Two consultants appeared in a videotape that was used in districtwide staff improvement in-service programs.

Two consultants authored and edited two publications: Planning for Improvement in Basic Skills Mathematics, which was an extension of the Ryan report, and An Evaluation of Students' Mathematics Achievement in South Carolina Basic Skills Assessment Program: 1981-84. In conjunction with the publications, one consultant conducted a statewide teleconference via ITV to introduce the publications to teachers and administrators. All consultants participated in the statewide distribution of the publications.

In concert with Educational Television and ITV, one consultant served on the BSAP-ITV Advisory Committee and all consultants wrote, reviewed, and edited scripts for BSAP program productions. One consultant served on the Elementary ITV Advisory Committee.

The consultants worked cooperatively with the following sections in the Department of Education:

1. The Office of Research, by reviewing and editing the BSAP Item Response Summary for grades 1, 2, 3, 6, and 8 in mathematics.
2. The School Improvement Section, by (a) assigning two consultants to serve as trainers to two school districts for partial Program for Effective Teaching cycles and (b) assigning one consultant to serve on the PET Advisory Committee.
3. The Office of Federal Programs, by (a) conducting on-site evaluation visits to Chapter 1 mathematics programs in the schools visited for BSAP monitoring and (b) having one consultant provide technical assistance to the migrant centers.
4. The Office of Vocational Education, by (a) appointing one consultant to be trained as a basic skills trainer for vocational teachers and (b) having another consultant co-author an article on BSAP and Vocational Education for the state Vocational Education Journal.
5. The Curriculum Development Section, by rating compositions for a statewide contest sponsored by the state and federal agencies and by rating compositions for a federal scholarship.
6. The Quality Assessment Section, by providing technical assistance to a school recently removed from impaired status.
7. The Office of General Education, by appointing one consultant to serve as chairperson of the State Textbook Evaluating and Rating Committee for Mathematics, grades 1 through 8.
8. The Office of the State Superintendent, by appointing one consultant to serve on the Council of Chief State School Officers' Committee for Mathematics/Science Education.

In addition to the responsibilities specific to the Department of Education, the consultants represented the Department in a number of other areas. One consultant served as president of the South Carolina Council of Supervisors of Mathematics (SCCSM). This consultant was responsible for planning and executing two statewide mathematics supervisors' meetings. Two consultants participated at both of the meetings.

The same consultants served on the planning committee for the SCCTM/NCTM regional meeting held in Charleston. One consultant planned and executed the Basic Skills Conference for Teacher Educators, which was attended by 29 people from 14 institutions of higher learning.

Reading/Language Arts

The four language arts consultants participated in monitoring 32 school districts for BSAP and EIA compliance during the 1986-87 school year. They conducted 48 staff development sessions with teachers and administrators dealing with the reading basic skills and the language arts. Technical assistance was provided to 16 schools with reading NCE gains of less than 1.0 for the past two consecutive years.

The consultants developed strategies for implementing several of the objectives from the Reading Improvement Task Force Committee. They also reviewed the research report, An Evaluation of Students' Reading Achievement in South Carolina Basic Skills Assessment Program: 1981-1985, and made specific recommendations for use of this report by local school districts.

The consultants worked cooperatively with the following sections in the Department of Education:

1. The Office of Research, by participating in the four regional utilization workshops for administrators, by reviewing the Reading Item Response Summary (IRS) for the basic skills tests in grades 1, 2, 3, 6, and 8, and by serving on the State EEE Committee for Reading and Writing and on the State Writing Committee for Basic Skills.
2. The Office of Federal Programs, by (a) conducting on-site evaluation visits to Chapter 1 reading programs in the schools visited for BSAP monitoring and (b) having one consultant provide technical assistance to the migrant centers.
3. The Office of Vocational Education, by (a) appointing one consultant to be trained as a basic skills trainer for vocational teachers and (b) having another consultant co-author an article on BSAP and Vocational Education for the state Vocational Education Journal.
4. The Curriculum Development Section, by rating compositions for a statewide contest sponsored by the state and federal agencies and by rating compositions for a federal scholarship.
5. The School Improvement Section, by assigning one consultant to conduct two cycles of instruction for the Program for Effective Teaching in McCormick County.
6. The Quality Assessment Section, by providing technical assistance to two impaired school districts.

In addition to the responsibilities specific to the Department of Education, the consultants represented the Department in a number of other areas. Consultants spoke to classes of prospective teachers at the University of South Carolina (main campus and the Aiken branch), Converse College, Columbia College, and Erskine College. One consultant participated in the Early Childhood Summer Institute at the University of South Carolina and also presented a session on reading at the University of Georgia Reading Conference. One consultant served as state codirector of the South Carolina Writing Project and as part-time co-instructor to the Midlands Writing Project, which serves nine school districts in Richland, Fairfield, Kershaw, and Lexington counties. The same consultant served on a steering committee to develop a proposal for South Carolina Rural Writing and Humanities Initiative and the Breadloaf Rural Writing Project and on the advisory committee for the Young Writers' Conference conducted in Columbia.

The section consultants were also involved in activities of the International Reading Association (IRA), the South Carolina State Council of IRA, the South Carolina Council of Teachers of English, and the statewide organization of language arts coordinators. One consultant served as state coordinator of the International Reading Association. Professional growth opportunities included attendance at the Clemson reading conference, a conference on instructional resources for the classroom teacher, and the SCIRA.

Individualized Schooling

Individualized instruction and basic skills implementation staff development activities were conducted by the individualized schooling consultant during the 1986-87 school year. Regional, district, and school-level in-service sessions were conducted for 225 teachers and 90 administrators. The sessions topics were individualized instruction techniques, effective utilization of BSAP test data, compensatory regulations, techniques for grouping students for instruction, effective utilization of teacher aides, and identification of learning styles. Technical assistance was provided to eight school districts on BSAP record keeping, local district BSAP responsibilities, and EIA compensatory/remedial regulations. Summer conferences focusing on teaching for success were conducted in Charleston and Columbia for

250 teachers, principals, and district administrators. Participants had the opportunity to enroll in a fall semester course taught by The Citadel in conjunction with the three-day conferences.

Staff

Section staff included Rhonda Corley and Janet Perry, early childhood education consultants; JoEtta Barnett, Clara McIntyre, Mary Kelly, and Kemble Oliver, language arts consultants; Deborah Donovan, Suzanne Geddings, Lane Peeler, and Peter Samulski, mathematics consultants; and Shirley Parrish, Individualized Schooling Consultant.

Curriculum Development Section Dr. Beverly Enwall, Chief Supervisor

Mission: to improve the curriculum on a statewide basis through a planned program of assessment, development, dissemination, implementation, and evaluation. This included direct technical assistance to local school systems, participation in federally funded projects, coordination of the appointed evaluating and rating committees for textbook adoption, administration of special state and federal curriculum programs, and technical assistance, as needed, to other offices within the agency and, as appropriate, to other agencies.

Major program activities administered by the section included Critical Teaching Needs (\$1,149,992) and the EESA (\$390,421), both designed to improve teacher competency in the areas of mathematics, science, reading, and computer education. In addition, a \$700,000 special state appropriation was administered to enable districts to purchase equipment for science education. The section also administered the EIA-mandated gifted and talented program (\$13.7-million) and the mandated advanced placement program which served 7,400 students and for which the Department of Education was given a special award by the College Board.

Other EIA-related activities included the completion of a five-part series of videotapes on staff development for thinking skills, the development of a proposed problem-solving course for mathematics teachers, the development of a "teaching as a career" curriculum designed to provide a "teaching assistant" experience for the academically able high school student, the planning and initial development of a television program for teachers of South Carolina history, the dissemination of materials on black history, and the development of instructional materials in support of the newly mandated science objectives.

A number of new staff development approaches, as well as some new curriculum resources were developed during the year. A two-part, 500-page physical education guide, K-12, was coordinated and completed, and training was held for the 42 pilot teachers. A music curriculum framework, K-12, structured to be compatible with the existing framework in visual arts, was developed to be piloted next year. Revised guidelines for the identification of the artistically gifted were completed, and a list of science equipment suitable for grades 1 through 6 was developed and disseminated. The media center radio program was continued by the library consultants; a new video eight-tape program was acquired by driver education; four new music update programs were televised; and two new staff development videotapes for physical education were completed. Recommendations for strategies to renew local efforts to reduce the dropout rate were disseminated as a result of the year's work with a special task force. State and regional conferences were conducted for teachers of mathematics, gifted and talented, physical education, library/media, guidance, language arts, science, and English-as-a-second-language. A special conference for coaches focusing on drugs and athletics was cosponsored with SCADDA and the 5th Annual State Conference for School Nurses was cosponsored with DHEC. Two workshops for new SAT-Verbal and SAT-Math were provided, and a new five-day Brightside Conference (modeled after the Oregon Seaside Conference) was offered for the first time to health educators.

Section consultants also coordinated activities designed specifically for students. Contests offered were the William Randolph Hearst Essay contest, Odyssey of the Mind, Celebration of the Arts, and the Young Writers' Conference. One-time national contests, developed for the Bicentennial Year, were the Statue of Liberty contest, the National Flag Day contest, and the Bicentennial Constitution contest, all of which provided awards to the South Carolina student winners. A new federal appropriation for the Robert C. Byrd Scholarship provided 72 outstanding high school seniors with \$1,500 scholarships. New state activities included the Junior Scholars Identification and Development program, the Give-a-Child-a-Book program and its corollary, the Adopt-a-Library program and, to be initiated in the fall of 1987, the SAT Competition.

Advanced Placement

The South Carolina Department of Education was recognized by the College Board for its participation in the Advanced Placement (AP) program and was awarded the 1987 AP Award plaque at the College Board Southern Regional Assembly.

Advanced placement courses enrolled 7,404 students in 1986-87. The May 1986 exam showed an increase of 13 percent in student participation and an increase of 8 percent in the number of students qualifying for college by scoring 3 or better.

Advanced placement teacher training in 14 different subject areas was conducted by establishing 26 training programs in seven colleges. These training programs were attended by 411 teachers.

Art Education

An Art Advisory Committee was established to review the status of art education in the public schools of South Carolina and to revise the Administrator's Manual: Art Education. The recommended revision is presently in draft form; the final version will be published in fall 1987.

Activities completed included chairing the State Art Textbook Evaluating and Rating Committee, conducting two district-level assessments with follow-up services, and providing 15 district-level in-services geared toward facilitating staff and curriculum development.

The fifth State Superintendent's Celebration of the Arts was held. High school students were invited to submit artistic compositions in drama, music, visual arts, and poetry. Thirty-five students were selected to attend the celebration held in Columbia and were presented the Award of Merit for outstanding accomplishments in the arts. Senior poetry students were invited to participate in the Archibald Rutledge Scholarship competition, and two of these students were awarded \$5,000 scholarships.

The art consultant served as advisor to the South Carolina Art Education Association, the South Carolina State Museum, the National Art Education Association, and the South Carolina Arts Commission. The art consultant served on the Joint Legislative Committee on Cultural Affairs--Education Subcommittee, which developed and conducted a statewide survey of arts education programs in the public schools of South Carolina. The results of the survey were presented to the Joint Committee in June.

Attendance

Orientation was provided for newly employed attendance supervisors at their local headquarters. Eight regional in-service workshops for attendance personnel were conducted. Cooperative efforts with guidance services were designed to serve students and their families more effectively. Two newsletters, containing articles on improving attendance services, were developed and sent to all attendance personnel.

Quarterly reports on attendance services were received from all school districts. This information was compiled and disseminated to attendance supervisors, appropriate Department of Education personnel, and legislative committees concerned with education and truancy.

Technical assistance and coordination were provided to the South Carolina Dropout Prevention Task Force, a committee appointed by the State Superintendent to study dropouts in South Carolina public schools and to make recommendations for preventing dropouts. The task force completed its work in January 1987, and its recommendations were presented to the State Board of Education at its April 1987 meeting.

In compliance with a proviso contained in the 1986 General Appropriations Act, data on unlawful absences, suspensions, expulsions, and in-school suspension programs were collected from all district superintendents for students in grades 6 through 12. These data were compiled and presented to the Joint Legislative Committee on Children, the State Board of Education, the House Education and Public Works Committee, and the Senate Education Committee.

Dropout reports were received from all school districts. Dropout data were compiled and disseminated to appropriate agency personnel, superintendents, attendance supervisors, and others. An article on the declining dropout rate and efforts to further reduce the rate was published in South Carolina Schools.

Each high school principal was surveyed to determine the number of students graduating with 12 years of perfect attendance. These 62 students were recognized by the State Superintendent of Education and the news media.

Foreign Languages/Bilingual Education

Leadership and services in foreign languages were concentrated on expanding the proficiency movement in the basic skills areas of listening, speaking, reading, and writing. In-service topics focused on functional foreign language proficiency and on methods to adapt newly adopted French I-IV and Spanish I-IV textbooks to reinforce a proficiency-based curriculum.

Foreign language enrollment showed an increase of 4,400 students. This increase was largely due to the 1988 freshman college entrance requirement of two units in a foreign language established by the Commission on Higher Education. The middle and elementary school data show 7,700 students in grades 1 through 8 enrolled in foreign languages.

To help meet the needs of limited-English-proficient (LEP) children enrolled in state schools, the consultant administered a federal grant to help finance supplementary instructional services in approximately 17 districts reporting such enrollments. A statewide workshop was provided for English-as-a-second-language teachers and for counselors working with LEP students. Consultant services were available through the Southeastern Multifunctional Support Center in Miami, Florida. The consultant participated in a three-day conference sponsored by the same agency to acquaint participants with resources in bilingual education and English-as-a-second-language teaching.

Other efforts were aimed at improving cooperation and communication between high school and university foreign language educators through state and regional organizations and through support of professional activities of direct benefit to public school teachers. Continued cooperative efforts are planned for the coming year in order to bridge the traditional gap between secondary and postsecondary objectives and practices and to coordinate level I and II curricular objectives, in accordance with the two-year foreign language entrance requirement expected of students entering state-supported colleges.

Gifted and Talented

Local school districts were assisted in implementing Division II-A-4, Section 2, of the Education Improvement Act, which states that by August 15, 1987, all gifted and talented elementary and secondary students must be provided programs during the regular school year or during summer school. With a state appropriation of \$13.7-million for gifted and talented, the department program included 91 school districts. Approximately 35,264 students identified as gifted and talented were provided special services beyond those normally found in the regular school curriculum.

The South Carolina Junior Scholars Identification and Development Program was developed to identify eighth grade students with exceptional academic talent and to determine strategies for the inclusion of these students in special developmental programs. The plan developed included a process for:

1. Screening a potential talent pool of students;
2. Identifying and recognizing those with the highest academic potential;
3. Developing an educational plan for each student selected; and
4. Implementing, monitoring, and adjusting educational plans.

In the fall of 1986, the program was piloted in 15 school districts. Over 1,000 eighth grade students who had scored at or above the 96th percentile on the Comprehensive Test of Basic Skills took the Preliminary Scholastic Aptitude Test. Of these, 367 scored at or above the national average for eleventh grade, with some achieving scores as high as a Scholastic Aptitude Test equivalency of 710 in math, and some overall scores in the 1200's. These 367 students were designated Junior Scholars and were honored at three regional awards ceremonies held for the students and their families. In the fall of 1987, the program will be expanded statewide to test an estimated 5,000 eighth graders and is predicted to result in the identification of some 1,500 Junior Scholars.

Even more important to this South Carolina program will be the development of a component that will provide a fuller, accelerated, and planned enrichment program designed to help these students realize their potential. As a first step, eight summer 1987 programs were put in place on South Carolina college campuses offering a variety of topics ranging from laser photography and history to general humanities enrichment and advanced mathematics.

A South Carolina Junior Scholars Identification and Development Program Advisory Task Force was formed, composed of Department of Education staff, school district personnel, college and university officials, and outstanding professionals from the industrial community. A task force report delineating recommendations for program implementation was completed and disseminated to districts.

Guidelines for the Identification of Artistically Gifted and Talented Students was revised. The document outlines a suggested multi-step identification procedure for dance, drama, music, and the visual arts. The South Carolina Rating Instrument for Artistically Gifted and Talented Students is used by districts and reported as part of the screening process for gifted and talented programs.

A statewide conference, sponsored by the Department and the Piedmont Consortium for the Gifted, was conducted to assist district gifted and talented coordinators in developing appropriate guidance strategies for gifted students. A second conference was sponsored by the Department to provide districts with a legislative update and curriculum highlights.

Four regional Odyssey of the Mind competitions were held to determine which teams were eligible to compete at the state level. In its fifth year, the statewide competition was

sponsored for over 1,500 students, teachers, and parents. In all, approximately 4,000 students in grades 1 through 12 participated in Odyssey of the Mind competitions at the regional or state level. First-place state winners represented South Carolina in the world finals at Central Michigan University.

Guidance

Three guidance consultants worked with 1,200 elementary, middle, junior high, and senior high counselors during the 1986-87 school year.

A state regional workshop, conducted in September for all new counselors to provide orientation information for effective school guidance programs, was attended by approximately 150 counselors.

There continued to be an increase in guidance services in South Carolina schools. Approximately 74 percent of the schools now have elementary counselors. Four regional workshops for all elementary/middle school counselors were conducted, with approximately 550 counselors in attendance. The workshops included the distribution of relevant materials, training in counseling the grieving student, counseling the gifted and talented student, teacher in-service on sexual abuse reporting, and the presentation of a personal safety curriculum.

On-site visits, evaluations, and in-services were conducted, upon district request, to organize and strengthen the guidance programs. Additional workshops were held for counselors on topics including student self-concept, classroom guidance, understanding the middle school-aged child, effective administration of guidance services, SAT improvement activities, dropout prevention, and promoting teaching as a career.

The South Carolina Junior Scholars Identification and Development Program was piloted in 15 school districts during the 1986-87 school year. Three regional workshops were conducted for counselors and others involved with PSAT score interpretation for parents and students in the project. The program's task force brought together college representatives to identify and plan enrichment programs for their students. Three Junior Scholars awards ceremonies were held throughout the state to honor these scholars. (See Gifted and Talented.)

Secondary guidance consultants coordinated the Career Planning Program for more than 40,000 ninth and eleventh grade students. Schools had the option of offering the Career Planning Program at the ninth or eleventh grade, and approximately 92 percent of the schools selected ninth grade. Eighty-eight school districts with 194 schools participated.

The Robert C. Byrd Scholarship was coordinated, and 72 federal scholarships of \$1,500 each were awarded to 12 South Carolina students in each congressional district. More than 322 students were nominated by their districts.

The Task Force on Dropout Prevention was established and, after a number of meetings, prepared recommendations to be presented to the State Board of Education to reduce the number of dropouts in South Carolina. The recommendations approved by the State Board of Education will be implemented during the 1987-88 school year.

An updated counselor directory was printed for distribution, and a revised brochure, "Teaching as a Career," was distributed to South Carolina high school juniors and seniors and to college students interested in becoming teachers. Over 400 guidance counselors and principals attended six regional luncheons promoting teaching as a career, the South Carolina Teachers Loan Program, and the Teaching Assistant Program.

A curriculum was developed by curriculum staff members to enable high schools to establish a teaching assistant program; the materials are to be piloted during 1987-88. Plans were developed to establish a speakers' bureau of past South Carolina Teachers of the Year.

Health Education

The major activity was the coordination of the Department's first annual five-day Brightside School Health Promotion Conference, cosponsored by the South Carolina Association for Health, Physical Education, Recreation, and Dance (SCAHPERD). The 1987 State School Health Promotion contest was also coordinated in conjunction with SCAHPERD and the Office of the Governor.

This year, seven bills addressing school health issues were introduced in the South Carolina General Assembly. These bills--especially the Comprehensive Health Education Act (S546 and H2734), calling for mandated family life/sex education and requiring instruction in nine other health content areas--generated many requests for consultative services and/or printed materials, interviews with the news media, and discussions with state legislators and the general public.

In addition to providing consultant services to 26 school districts, presentations were given at nine statewide conferences, including the annual meetings of the South Carolina Association of School Superintendents, the South Carolina Association of Secondary School Principals, the South Carolina Association of Elementary/Middle School Principals, and the College Board.

Work continued on development of the Comprehensive School Health Education Curriculum Guide for grades K-12. Instructional resources, programs, and policies from other states for AIDS education were collected for analysis during the 1987-88 fiscal year.

Language Arts

The primary missions of the language arts consultant were to develop, implement, and coordinate statewide language arts programs in curriculum development and to provide direct services to individual school districts.

One of the major responsibilities was the statewide implementation of the SAT-Verbal Improvement Project. This included planning and conducting seven regional workshops for training school district personnel to implement the project, as well as developing evaluation instruments for this project and providing them to each school district.

The Department of Education's publication on teaching composition, Building Composition Skills, and a kit of materials for teaching writing in the primary grades were disseminated to school districts. Textbooks were adopted for literature, grades 7 through 12.

Four conferences for district-level language arts coordinators were held and a three-hour graduate level course was planned and conducted on teaching composition in the elementary and secondary grades. In the State Superintendent's Celebration of the Arts, the consultant chaired the selection committee for the two Archibald Rutledge \$5,000 scholarship awards for students of outstanding ability in poetry. South Carolina's first Young Writers' Conference was co-chaired.

Library/Media Services

School library media centers are on the threshold of a new era--one requiring automation. A number of the centers have already received incentive funds with which to purchase the hardware needed for various types of automation, and some have also received private and other funds for this purpose. The State Library selected several districts this past summer to pilot test the involvement of school media centers in the state network.

There was an increase in the number of new and remodeled media centers during the past year, with 28 plans reviewed by the library/media consultants. No schools reported deficiencies in media center facilities.

A total of 1,079 media specialists served in the public schools in South Carolina--738 in 785 elementary schools and 341 in 254 secondary schools. Thirty-six elementary and two secondary media specialists served part time.

Statewide holdings for print materials decreased, with elementary schools reporting 6,223,948 volumes (or 16.71 books per pupil) and secondary schools reporting 2,593,215 volumes (or 12.18 books per student).

During the year, 16 workshops (eight per consultant) on media services to the child development program were conducted across the state. In addition, four in-service workshops were held in the districts, and a districtwide survey was conducted for Anderson District 3. One meeting of the Task Force on School Library Media Centers was held, and strategies for improving the media programs statewide were discussed.

Publications from this office included a revision of the List of Sources of Selection: Library Materials for South Carolina Elementary and Secondary Media Centers and two bibliographies of South Carolina materials, South Carolina Authors and Materials for Elementary and Secondary Media Centers and a supplement, South Carolina Authors and Materials, Fall 1986. Other publications included supplements to the Media Carousel Professional Listing and the Media Carousel Radio Tapes, a bibliography, Suggested Books for Early Childhood, and a brochure, "What To Do Until the Architect Comes." The media consultants also studied the reference needs in four secondary schools in order to develop a core collection of reference materials to be published this summer.

A course, "The Media Center and the Classroom," was conducted which provided three hours of recertification credit for media specialists and teachers.

The consultants continued to serve on the Task Force for Reading Improvement and the State Library's task force on Library Automation and Networking. They also cosponsored the South Carolina High School Library Media Association, administered the poetry component for the Archibald Rutledge Scholarship for the Superintendent's Celebration of the Arts, and participated in the Young Writers' Conference.

Mathematics

The two mathematics consultants of the Curriculum Section were involved in the administration of programs designed to support staff development at the local level. The Critical Teaching Needs (CTN) program was funded through the South Carolina Appropriations Act. Teacher training was supported in mathematics, science, computer education, reading, and foreign language through the federally funded Education for Economic Security Act (EESA), Title II.

In the CTN program, 100 percent of funds (including carry-over funds) available during 1986-87 were committed to districts to fund (1) 54 mathematics courses for approximately 1,100 teachers (\$268,952); (2) 50 science courses for 1,000 teachers (\$272,758); (3) 74 computer education courses for 1,700 teachers (\$343,024); and (4) 48 reading courses for 1,000 teachers (\$265,258). The average course cost per teacher was approximately \$241. Funds committed totalled \$1,149,992.

The Title II-EESA allocation to South Carolina for elementary and secondary programs in 1986-87 was \$390,421. Flow-through funds to 91 districts and three special education agencies provided \$289,295 to support programs targeted as the most critical needs according to the statewide assessment of 1985-86. Funding included 60 programs for teacher training in elementary science and 116 programs for teacher training in new trends as follows: mathematics (60), science (38), computer learning (11), and foreign languages (7). Two Title II funded programs were developed by the Department of Education. These were the Elementary Science Leadership Program, for intensive training of 75 teachers to serve as district resource persons for teachers, and a Basic Skills Mathematics Supplement, in which

specific areas of identified weakness were addressed in teacher resource manuals that were printed and distributed to schools (grades 1 through 8) with accompanying videotapes developed for in-service training.

In keeping with a South Carolina legislative mandate to improve higher order thinking skills, a problem-solving course for mathematics teachers, developed in 1985-86, was again supported with CTN and EESA funds: plans for 1987-88 call for the revision and the increased utilization of the program statewide.

Another problem-solving effort involved the planning of an ETV workshop for mathematics teachers in grades 7 through 12. The program, which was organized and planned during the 1986-87 school year, will be aired statewide in the fall of 1987 for use by local districts planning to incorporate problem-solving activities into their in-service schedules.

A report to the Department of Education from the College Board indicated that South Carolina continued to lead the nation in improvement in SAT scores. This improvement was due, at least in part, to the continued utilization of special materials developed in 1984-85 under the SAT-Mathematics Improvement Project. An evaluation component of the project indicated that statistically significant gains were made statewide in all courses and at all grade levels where the project materials were used. Results also indicated that the greater the use of the materials, the greater the gains in pretest/posttest results.

An SAT Improvement Project Conference was conducted in August to alert school administrators to the organization of the project materials and of their role in assisting in the project implementation. Also, four regional training workshops were held to promote the use of the SAT-M Improvement Project materials. Technical assistance was provided to districts throughout the year to include the distribution of additional materials needed to enhance the program.

To help maintain South Carolina's position as the national leader in SAT score improvement, an SAT competition program was developed. This program, designed to improve the problem-solving skills of capable students and to recognize the accomplishment of such students, has been established for implementation in 1987-88.

In-service sessions were conducted to serve teachers in all districts of the Pee Dee region, the Salkehatchie consortium, and in six additional districts. Assistance in the training of potential teachers was also given to three colleges. The major thrust of in-service efforts was in problem-solving, with special emphasis on higher order thinking skills and on improving student performance on the mathematics portion of the SAT examination.

A mathematics curriculum update conference, for district administrators and mathematics supervisors and department heads/lead teachers, offered a forum for educators at both state and local levels to discuss trends in mathematics education, state initiatives, and local concerns. Recommendations from an ad hoc committee of the State Board of Education resulted in the establishment of a new certification area for general mathematics teaching, designed (1) to address the mathematical needs of teachers of grades 7 through 8 and general mathematics in grades 9 through 12, and (2) to help alleviate the shortage of teachers certified in secondary mathematics.

Music Education

A new music consultant began work on August 1, 1986. Major projects for the year included drafting a framework for music education with learning objectives, assisting the art consultant with the implementation of the State Superintendent's Celebration of the Arts, revising the music section of the Guidelines for Identification of Artistically Gifted and Talented Students, teaching an experimental cycle of the Program for Effective Teaching (PET) for music and reading teachers, and producing four one-hour "UPDATE: Music Education" programs for SCETV. In-service in 15 school districts was conducted and

consultant services were provided for eight school districts, including one formal program assessment.

Physical Education

The physical education consultant was employed by the Department in September 1986. The major activity of the year involved writing, editing, and coordinating the development and printing of the draft K-12 physical education curriculum guidelines. The guidelines are composed of two, 250-page documents; the first addresses kindergarten through grade 6, and the second, grades 7 through 12. A two-day training session on the guidelines was conducted for the 40 pilot teachers who will teach, evaluate, and modify the guidelines during the 1987-88 school year.

Two staff development video programs on creating and managing an effective learning environment in physical education were completed and aired statewide in March. In addition to district-level staff development services on physical education program development, the Secondary Leadership Conference on Outdoor Pursuits, attended by over 60 physical education teachers, was organized and cosponsored by the Department.

Reading

The reading consultant provided leadership and direction to local school districts in curriculum development, implementation and evaluation of effective reading programs in grades 1 through 12, and improvement of instructional skills of district teachers and administrators.

A major assignment in curriculum development was participation in the EIA "Teaching as a Career" project. Specific activities included editing the Teaching Assistant Program Curriculum Guide and participating on the program of the six guidance regional meetings to introduce the proposed curriculum.

The final report was edited and selected recommendations were implemented from the State Superintendent's Reading Improvement Task Force. These recommendations included analysis of the evaluation of Basic Skills Assessment Program data, development of a position paper, and a variety of dissemination activities. The Give-a-Child-a-Book program and the Adopt-a-Library program were both initiated as spin-offs of task force recommendations.

Throughout the year, service was provided to local school systems to meet a variety of district needs in reading program development. Four language arts regional meetings were held for district contacts statewide to provide information on materials, programs, and trends in reading/language arts instruction.

Forty-eight Critical Teaching Needs projects were reviewed and four additional courses were designed. Further, the reading and music consultants conducted an experimental Program for Effective Teaching (PET) cycle in Lexington District 1 as a certificate renewal course.

Science and Environmental Education

The \$700,000 EIA Science Incentive Grant provided funding for science equipment and supplies through the General Appropriations Act of 1986. Allocations were made to each school district on a pro rata basis for purchasing seventh and eighth grade nonconsumable science materials. The publication, Science Materials List for Grades 1-6, was developed, printed, and disseminated to provide school personnel with a suggested list of appropriate science equipment and supplies for use with elementary students.

With Economic Education Security Act funding, statewide staff development opportunities were developed for implementing the BSAP science objectives by organizing the Elementary

Science Leadership Program. In the summer of 1987, participants selected by district superintendents received appropriate instruction at three host sites across the state. This program enabled participants to serve as local science resource persons to elementary teachers by conducting in-service programs and developing curriculum guides to implement the BSAP objectives.

Much was done to help teachers and administrators develop curricula or instructional plans to assist students in achieving these objectives, and a design was developed for correlating textbooks with the new objectives. Correlations were obtained from publishers or developed by the consultant and mailed to each district. Pilot examples for the preliminary Teaching and Testing (T&T) document were developed, and numerous workshops were conducted to introduce teachers to the objectives and to involve them in sample teaching techniques designed to teach these objectives at different grade levels. A sample curriculum was developed to correlate with the BSAP science objective concerned with concepts. This curriculum was then reviewed by several school districts and used as a source of examples for the Teaching & Testing (T&T) document.

Staff development opportunities for teachers and administrators included a variety of activities. Thirty in-service programs were conducted for all grade levels with an emphasis on the addition of science to the Basic Skills Assessment Program and on safety procedures. A conference, held prior to the state science teachers' meeting for district science coordinators and department chairs, provided an update on science education activities. The Wildlife Management Workshop, conducted in cooperation with the South Carolina Wildlife Department, introduced methods that could be used in the classroom to teach techniques employed in wildlife conservation.

Advisory assistance was provided for the planning of the natural science area of the State Museum and the State Marine Museum, the Sea Grant Consortium, Coastal Council's awards program, the Governor's Community Improvement Board, the Task Force on Litter, Project Learning Tree and Project Wild, and the Junior Academy of Science.

Social Studies

The social studies consultant provided 15 in-service programs and met with school personnel to discuss the social studies curriculum in 12 districts. The consultant chaired and conducted the activities of two committees addressing EIA mandates: teaching Black History and South Carolina History. Materials to commemorate Martin Luther King's birthday and to celebrate Black History Month were distributed to all school districts; McDonald's Corporation contributed the video, "His Light Still Shines," for ITV use. A teacher certification renewal telecourse on South Carolina history is being developed. The telecourse received \$5,000 in grants from the South Carolina Historical Society and the University of South Carolina's South Caroliniana Society.

New social studies textbooks were adopted for grades 1 through 6.

An advisory committee on international education was organized. Two grants, one for \$1,000 from Global Perspectives in Education and one for \$2,000 from Bowater Carolina Company, were secured for the promotion of international education. The South Carolina Department of Education is now a SCAN satellite of Global Perspectives in Education through a computer link.

In conjunction with the South Carolina Constitution Bicentennial Committee and the United States Constitution Bicentennial Commission of South Carolina, materials were developed or secured on the bicentennial of the United States Constitution for use in South Carolina schools. A bicentennial essay contest was held, and one of South Carolina's entrants became a national winner. This year the state contests were coordinated for the William Randolph Hearst Essay, the Statue of Liberty, and National Flag Day.

Substance Abuse Education

Superintendents in all school districts continued their participation in the substance abuse education program. The Department sponsored six regional two-day workshops for high and junior high schools on "The New Model and Me," a National Diffusion Network-approved prevention program. The workshops had 208 participants representing 78 schools. Films and printed materials were provided for schools during Alcohol and Narcotics Education Week. During the year, the Department received approval notification regarding receipt of \$1.6-million dollars of federal "drug free schools" funds. Ninety percent of these funds will flow directly to the local school districts. Receipt of the funds will begin during the 1987-88 school year.

The Sixth Annual School Nurses' Conference was conducted in cooperation with the Department of Health and Environmental Control. Through an agreement, the Department of Education and the South Carolina Commission on Alcohol and Drug Abuse (SCCADA) continued to plan and conduct cooperative ventures, such as the First Annual Coaches' Workshop, attended by 175 coaches. The unit personnel worked closely with the Children's Coordinating Council and the State Reorganization Commission in order to improve substance abuse education for the public schools in South Carolina.

Traffic/Safety Education

In the area of youth safety, the consultant coordinated the "Operation Driver Excellence Program" and the Student Safety Association Conference, and assisted the student winner in participating in the American Driver and Traffic Safety Education Association (Southeast Division) driving competition and the national "Operation Drive Excellence" finals in Memphis, Tennessee.

The traffic/safety consultant, in cooperation with the Ford Motor Company, provided an eight-videotape driver education series to each secondary school. In cooperation with Mazda Corporation (U. S. division), a two-part videotape program, "Hazards of Drugged Driving," was provided to each secondary school. Instructional software for use in driver education was identified, and print materials for dissemination to the secondary schools were developed.

The traffic/safety consultant worked with various colleges in reviewing program offerings in traffic/safety education and in establishing first-time course programs.

The traffic/safety education consultant participated as a member of the Governor's Committee on Highway Safety to plan and coordinate state, county, and local activities to promote highway safety in South Carolina. Legislative changes have occurred as a result of the committee's work.

The traffic/safety education consultant also served on the Governor's Operation Lifesaver (railroad grade crossing safety) Committee and the State Fire Marshal's Advisory Committee on Fire Prevention.

Staff

Section staff included Lucinda Saylor, Advanced Placement Coordinator and Foreign Language Consultant; Mac Arthur Goodwin, Art Consultant; Frank White, Attendance Supervisor; Anne Elam, Gifted/Talented Coordinator; Robert Moore, School Services Unit Coordinator and Secondary Guidance Consultant; Wayne Cole, Secondary Guidance Consultant; Marlene Bowling, Elementary/Middle School Guidance Consultant; Ann Slater, Health Education Consultant; James Wilhide, Language Arts Consultant; Margaret Ehrhardt and Mary Frances Griffin, library/media consultants; Marjorie Claytor and William Hynds, mathematics consultants; Ray Doughty, Music Consultant; Ruth Earls, Physical Education Consultant; Susan Smith, Reading Consultant; Peggy Cain, Science Consultant; Alice Linder, Environmental Education Consultant; Margaret Walden, Social

Studies Consultant; Robert Banks, Comprehensive Health and Safety Unit Coordinator and Drug Education Consultant; Clyde Manigo, Drug Education Consultant; Lee Applegate, Traffic/Safety Education Consultant; and Beverly Enwall, Chief Supervisor, Curriculum Development Section.

OFFICE OF SCHOOL DISTRICT ACCREDITATION AND ASSESSMENT
Dr. Kent Phillips, Director

Major missions:

1. To administer the accreditation system to ensure that all public schools comply with the Defined Minimum Program for South Carolina School Districts.
2. To monitor all public school districts to determine the degree of compliance with (a) the programmatic provisions of the Education Finance Act of 1977, and (b) those provisions of the Education Improvement Act for which this office is responsible.
3. To monitor district improvement reports, as outlined in the Education Finance Act of 1977.
4. To provide school administrators with survey assistance relative to district education programs, operations, and facilities, and to make recommendations for improvements.
5. To administer the High School Certificate Examination Services Program.
6. To administer the State High School Diploma Program.
7. To coordinate the U. S. Department of Education Secondary School Recognition Program for South Carolina.
8. To monitor the following provisions of the Education Improvement Act:
 - a. Lawful and unlawful absences/compulsory attendance;
 - b. Student conduct and behavior;
 - c. Graduation requirements;
 - d. Interscholastic activities;
 - e. Length of school days;
 - f. Make-up days due to extreme weather conditions;
 - g. Adjustments in instructional time as required by the Defined Minimum Program;
 - h. Instructional school year;
 - i. The quality of education in local school districts/determination of serious impairment; and
 - j. School Incentive Reward Program.
9. To coordinate the activities of the task force appointed by the State Board of Education for the purpose of developing a new accreditation system which addresses the following components: quantitative factors, leadership/management, performance outcomes, and a rating system.
10. To pilot the proposed new accreditation system in four selected school districts.

This office consists of three sections--Accreditation, Quality Assessment, and Surveys--and one unit, the High School Equivalency Certificate Examination. Organization is structured to ensure that all areas of responsibility assigned are adequately served.

Accreditation Section
Dr. Cal Burleson, Chief Supervisor

Missions: to administer an accreditation system to ensure that all public schools comply with the standards outlined in the Defined Minimum Program for South Carolina School Districts, and to provide leadership, supervision, and technical assistance to public school

officials to ensure more effective educational programs and utilization of available financial and human resources.

Accreditation of Schools

Standards of the Defined Minimum Program for South Carolina School Districts, approved by the State Board of Education, were implemented in all school districts.

Accreditation data were collected for evaluation of boards of trustees, district operations, summer school programs, adult education, area vocational centers, and elementary, middle, and secondary schools. The agency's mainframe computer was utilized to scan the Basic Educational Data System (BEDS) data and print listings of all deficiencies. Supervisors analyzed the deficiencies and determined the preliminary status of all educational program components except adult education.

A preliminary accreditation status report for each educational program component was mailed to each school administrator. Written replies were requested by February 15.

Accreditation supervisors met with administrators of schools where serious deficiencies existed. Follow-up visits were made prior to final recommendation of accreditation to the State Board of Education.

Final accreditation classifications, approved by the State Board of Education on April 8, 1987, were as follows:

Accreditation Classifications of Public Schools

Educational Components	All Clear	Advised	Warned	Probation	Dropped	Total
Board of Trustees	92	0	0	0	0	92
District Operations	91	1	0	0	0	92
Summer School Programs	61	2	0	0	0	63
Adult Education	92	0	0	0	0	92
Area Vocational Centers	43	9	0	0	0	52
Elementary Schools	739	47	11	4	0	801
Secondary Schools	212	35	4	2	0	253
District Classifications	43	49	0	0	0	92

Accreditation Classifications of Special State-Supported Schools

All Clear	Advised	Warned	Probation	Dropped	Total
7	1	4	0	0	12

The following activities were monitored and approved:

1. A total of 877 experimental courses in 221 secondary schools and 42 experimental courses in 40 elementary schools.
2. Summer school sessions in 90 elementary and middle schools, 76 secondary schools, and five area vocational centers.
3. A total of 846 independent study courses for 543 students.

Between July 1, 1986, and June 30, 1987, state high school diplomas were ordered for 34,801 regular high school students and 1,628 adult education graduates. High school principals returned 1,267 state high school diplomas, and directors of adult education returned 51 diplomas for students who failed to meet the requirements for high school diplomas.

The State Board of Education approved regulations governing the awarding of South Carolina academic certificates to qualifying students from the 1986-87 graduating classes. Based on these qualifications, 207 academic certificates were requested for students from 76 high schools.

Accreditation Activities for 1986-87

The Accreditation Section also:

1. Provided technical assistance to each subcommittee of the Accreditation Task Force as it worked to develop a new accreditation system for South Carolina public schools.
2. Provided assistance to the Quantitative Factors Subcommittee of the Accreditation Task Force as it reviewed and revised the standards of the Defined Minimum Program for South Carolina School Districts.
3. Supported the Office of Leadership and School Improvement by participating in the South Carolina Assessment Center and the Administrators' Leadership Academy.
4. Assisted with the implementation of the Program for Effective Teaching by assigning one supervisor as part-time assistant for the program.
5. Assisted the Quality Assessment Section by assigning supervisors to the one impaired school district review team and assisting with monitoring progress in that district.
6. Provided technical assistance to the Surveys Section in conducting district-requested surveys related to school organization, facilities, and administration.
7. Received, reviewed, and evaluated annual district and school summary reports for all public elementary, middle, junior, and high schools and school districts in the state.
8. Provided assistance to the Accreditation Task Force in developing and integrating the three components of the proposed new accreditation system.
9. Developed an evaluation schedule and trained evaluators selected from local school districts and the Department of Education to conduct pilot evaluations at four sites.
10. Conducted pilot evaluations of the new accreditation system in four school districts: Spartanburg District 7, Berkeley, Orangeburg District 8, and Marion District 2. (A total of four district offices and twelve schools were involved in the pilot program.)

Accreditation Plans for 1987-88

Goals and objectives to be accomplished during the 1987-88 school year follow:

1. To administer a system of accreditation for the public schools (K-12) of South Carolina to ensure compliance with standards prescribed by the Defined Minimum Program for South Carolina School Districts, the Education Finance Act of 1977, and the Education Improvement Act of 1984.
2. To support accreditation procedures through on-site reviews by elementary and secondary supervisors.
3. To provide technical assistance, staff development, and in-service for public school administrators charged with the responsibility for implementing educational programs that comply with standards prescribed by the Defined Minimum Program for South Carolina School Districts.
4. To conduct a statewide pilot study of the proposed accreditation system as outlined in Guidelines for the Administration, Evaluation, and Accreditation of South Carolina Schools and Districts.
5. To train approximately 150 professional personnel, selected from the 92 school districts, to serve as accreditation examination committee members during the statewide pilot study and following official implementation.
6. To conduct a series of regional presentations to inform local district and school personnel about the substance of the new accreditation system components and procedures for determining compliance with standards.
7. To recommend modifications of the proposed accreditation system, based upon pilot study results, to the State Superintendent and State Board of Education.

Staff

Professional staff members were Dave Christiansen, Mack Ellis, Ray Geddings, Joseph Kimpson, Frank Matthews, Steve Quick, and James Richardson, elementary supervisors; Robert C. Fulmer, Secondary Unit Coordinator; TEC Dowling, Bob Purcell, Paul Rawl, and John Tudor, secondary supervisors.

Quality Assessment Section Dr. Michael M. Turner, Chief Supervisor

Mission: to implement the Education Improvement Act of 1984 mandates that the quality of education in school districts be evaluated annually and the School Incentive Reward Program be administered.

Annual Evaluation of Quality of Education

The Education Improvement Act of 1984 mandated that the quality of education in the school districts of the state be evaluated annually in terms of a series of minimum criteria standards. Should any districts not meet the standards, they would be required to make improvements in those areas deemed to have a negative impact on the quality of education.

Minimum criteria standards for 1986-87 were revised during 1986 and were applied to data collected for all South Carolina school districts. Twenty-four of the established standards were based on achievement test data, and eight standards were based on accreditation deficiencies, dropout rates, student attendance, and faculty attendance. A total of 45 districts

met all the standards, while 46 districts failed at least one, but not more than one third, of the standards in either or both of the two sets of standards. One district, however, failed more than one third of the minimum criteria standards for accreditation deficiencies, dropout rates, student attendance, and faculty attendance.

A review committee was appointed to study educational programs and to identify factors affecting the impairment of quality in that school district. The committee was composed of Department of Education staff, representatives from selected school districts, representatives from higher education, and noneducators, and was trained by the Quality Assessment Section to conduct an on-site study of the district.

During the spring of 1987, the committee completed its examination of the district. Its report was submitted to the State Board of Education and was approved in its entirety on May 13, 1987.

The staff of the Quality Assessment Section, with the assistance of various other Department of Education staff members, were responsible for monitoring districts' progress in complying with the approved recommendations, for coordinating and providing technical assistance to the districts where necessary, and for administering a special legislative grant program intended to assist districts in implementing required improvements. The districts must demonstrate compliance with the recommendations, as judged by the State Superintendent of Education, within six months of receipt of the approved review committee reports, and must fully implement all approved recommendations.

This overseeing activity comprised a major part of the Quality Assessment Section's work during the autumn of 1986 and the spring of 1987, when the progress of the two previously identified school districts moving toward implementing improvement plans was monitored. The staff will monitor the one school district, identified in December 1986 as seriously impaired in educational quality, in a similar manner.

School Incentive Reward Program

On March 17, 1986, administration of the School Incentive Reward Program was assigned to the Quality Assessment Section. For the 1986-87 school year, a total of \$6,773,838 was granted to 248 schools, 17 area vocational centers, and six school districts, based upon their performance in the following areas:

1. Matched-longitudinal achievement gains on standardized tests (BSAP and CTBS) for reading and mathematics subtests;
2. Exceptional or improved student attendance; and
3. Exceptional or improved teacher attendance.

Seventeen area vocational centers received monetary rewards as a result of their having met achievement gain standards. Six districts, with two thirds or more of their schools identified as school incentive reward recipients, received district rewards.

Quality Assessment Section Developmental Responsibilities

A major revision of the public school and school district accreditation system was continued during 1986-87. The Quality Assessment Section provided extensive technical assistance to the statewide Accreditation Task Force in the development of the new accreditation system. Assistance to the task force has been primarily in the formulation of standards for performance outcomes and standards for leadership/management practices.

Another major responsibility of the Quality Assessment Section has been the development and implementation of a School Performance Report System. School Performance Reports

were disseminated to all South Carolina public schools in December 1986. The South Carolina School Performance Reports System is designed to provide school administrators with the means to compare their schools' educational progress with that of the state and, for the first time, a comparison group of similar schools. This report presented performance trend data from CTBS and BSAP tests for a three-year period, as well as the variables of teacher attendance, student attendance, and student dropout rate for the same period. Results of a two-year longitudinal analysis of student achievement gains were also included in each school's report.

Education consultants were Jim Casteel, Lewie Hartley, Andrea S. Keim, John May, Walter L. Procko, and Stephen E. Taylor.

Surveys Section
Frank A. Richardson, Chief Supervisor

Mission: to conduct surveys of district education programs, operations, enrollment trends, and facilities in order to identify strengths and weaknesses and report recommendations for improvement.

Surveys were completed in the following school districts: Chesterfield County, York District 4, Clarendon District 1, Sumter District 2, Marlboro County, Lexington District 5, Newberry County, and Allendale County. Survey activities will begin in the near future in Horry County, Edgefield County, and Orangeburg District 5.

Technical assistance was provided to the following school districts: Georgetown County, Clarendon District 1, Newberry County, and Dorchester District 1.

The Surveys Section cooperated with the Office of School Planning and Building and the Office of Finance in conducting a statewide assessment of school facilities needs.

Assistance was provided to a task force appointed by the State Superintendent for the purpose of developing a new accreditation system for schools and school districts.

Education program specialists were Eugenia F. Frontz and Lonnie L. Craven.

South Carolina High School Equivalency
Certificate Examination Unit
Susan M. Simpson, Coordinator

The South Carolina High School Equivalency Certificate Examination was administered in 14 cities on 58 scheduled dates, and in 18 cities on 73 special request examination dates for adult education centers, technical education centers, the Department of Youth Services, the Department of Corrections, and industry. Individual examinations were administered to 29 persons who were handicapped or had emergency needs. Of the 6,627 persons tested, 5,182 passed and were issued South Carolina High School Equivalency Certificates. Of the total number tested, 3,355 persons indicated that they had been enrolled in adult education classes. An additional 189 certificates were issued to military personnel and veterans who took the Tests of General Educational Development through the United States Armed Forces.

The General Educational Development Tests are scored by computer. Information gathered from applications and test scores is available on-line.

OFFICE OF LEADERSHIP AND SCHOOL IMPROVEMENT
Dr. Jim Ray, Director

The Office of Leadership and School Improvement consists of two major sections: the School Improvement Section and the Administrators' Leadership Academy. The mission of the office is to provide programs and services to improve the quality of educational leadership and instructional programs in public school districts. The major objectives of the office are:

1. To administer the mandatory assessment program for prospective school principals, as required by the Education Improvement Act of 1984.
2. To administer the mandatory training seminar requirement for superintendents and principals, as required by the Education Improvement Act.
3. To operate new and expanded training programs for practicing and potential school administrators, as required by the Education Improvement Act.
4. To administer the Principal Apprenticeship Program, as required by the Education Improvement Act.
5. To administer the statewide implementation of and maintain the Program for Effective Teaching.
6. To direct the review, approval, and dissemination of teacher in-service training programs based on the research of effective schools and classrooms, as required by the Education Improvement Act.
7. To direct the statewide implementation of the school/district improvement process, as required by the Education Finance Act and the Education Improvement Act.
8. To develop and implement an Effective Schools Training Program for teachers, school administrators, and district administrators.

A specific responsibility of the Director of the Office of Leadership and School Improvement was the development of a South Carolina Consortium under the new federal Leadership in Educational Administration Development Act. The South Carolina Department of Education coordinates the consortium which includes Clemson University, the University of South Carolina, Winthrop College, The Citadel, South Carolina State College, Furman University, Francis Marion College, the South Carolina Association of School Administrators, and the South Carolina School Boards Association. The project addresses the preparation, recruitment, and training of prospective and practicing school administrators. The project also provides training for school boards and provides for the improvement of higher education administrator training programs. During 1987-88, this office will coordinate and monitor the first year of the two-year project. Also, the director will administer the Department of Education's Rural Education Initiative sponsored by the Southeastern Education Improvement Laboratory.

Administrators' Leadership Academy
Robin C. Burleson, Chief Supervisor

Mission: to provide comprehensive services related to the selection and training of administrative personnel in order to improve educational leadership in South Carolina.

Major Accomplishments

Fiscal year 1987, the sixth year of the academy's operation, saw continued expansion and refinement of Leadership Academy programs and services. The staff focused on the

implementation of mandates relating to the assessment of principal appointees, the mandatory seminar requirement for superintendents and principals, the Principal Apprenticeship Program, and the development of new training programs such as the Superintendency Internship Program, and the New Principals' Academy. Once again, a needs assessment of school administrators was conducted and used to plan programs and services for 1987-88.

During 1986-87, the academy presented 13 institutes and seminars at 22 sites. Attendance at these workshops totaled 809 superintendents, principals, vocational center directors, assessment center participants, and other administrative personnel. The chart which follows provides a summary of 1986-87 workshop evaluations, dates, locations, and attendance figures. A preliminary attendance report was sent to districts in April to monitor compliance with Section 59-24-30 (mandatory seminar requirements) of the EIA.

Also, the academy continued the Business/Industry Training Program that involved private sector companies in the personal and professional development of public school administrators. The companies involved included IBM, Carolina Power and Light Company, Duke Power Company, Burlington Industries, DuPont Company--May Plant, South Carolina Electric and Gas Company, and Daniel International Corporation.

The Leadership Academy continued to cooperate with all organizations involved in the professional development of school administrators. For example, the academy's Assessment Center Program involved representatives from higher education. Personnel from seven institutions of higher education received training as assessors and worked on a rotating basis in carrying out this important mandate.

To promote collaborative staff development programs, the academy cosponsored seminars with the South Carolina Vocational Directors' Association, the Pee Dee Education Center, the Coastal Education Consortium, the Salkehatchie Consortium, Winthrop College, the University of South Carolina, South Carolina State College, Clemson University, The Citadel, Furman University, Francis Marion College, the South Carolina School Boards Association, the South Carolina Association of Elementary/Middle School Principals, and the South Carolina Association of Secondary School Principals. The academy staff also provided direct assistance to school districts requesting district in-service.

The academy staff also made numerous special presentations for national and state organizations. Assistance continued to the National Association of Secondary School Principals in providing training and technical assistance in the assessment center process to assessors and projects in other states. Thus far, the academy has assisted more than 45 states in the design and/or implementation of administrator training or assessment programs.

The South Carolina Assessment Center Program became mandatory for all first-time principals at the beginning of the 1985-86 school year. (The Assessment Center is a highly reliable, validated method for generating behavioral information regarding the administrative potential of candidates for the principalship. Information generated by the assessment process provides school districts useful information for principal selection, as well as for professional development.) The process was adopted from the National Association of Secondary School Principals' assessment center model and operated under the accreditation standards of the NASSP. During 1986-87, an additional 53 assessors were trained, bringing the total number of trained assessors in South Carolina to 273. An additional 191 prospective principals were assessed in 16 assessment centers. To date, 717 candidates for principalships and assistant principalships have been assessed. These candidates went through two days of various performance exercises designed to assess skills in 12 dimensions that have been identified as essential for successful school principals. Comprehensive, confidential reports describing participants' performances were compiled by the assessor teams and forwarded to superintendents of the sponsoring school districts. The academy also monitored compliance with Section 59-24-10 of the Education Improvement Act requiring assessment of prospective principals.

The academy sponsored two Springfield Simulation trainings during 1986-87. Ten mentors and 40 prospective principals from 33 school districts were involved. (Springfield Simulation is a training program designed by the NASSP to assist Assessment Center "graduates" in the development of administrative and interpersonal skills.) Participants assumed administrative positions in a hypothetical school district and interacted in a nonthreatening environment with other participants in order to solve realistic problem situations. The participants were guided through the experience by a trained mentor who was a highly competent and experienced administrator. After the simulation, mentors continued to work with participants to transfer newly acquired skills to the workplace.

The Principal Apprenticeship Program, administered according to the provisions of the EIA, involved 23 districts during 1986-87. This program, designed to assist school districts in training outstanding potential principals, had two major goals: (1) to provide aspiring principals, with identified potential, the opportunity to develop needed competencies, and (2) to provide the opportunity for candidates to experience the realities of school administration under the guidance of an experienced mentor.

Fifty apprenticeships were approved initially; 45 were successfully completed from 21 districts. During the year, one participant was promoted to the principalship. An additional five were promoted to principal or assistant principal positions after completion of the program. Final promotion figures will be available by September 1987. A coordinator from the Leadership Academy provided technical assistance to participating districts and made on-site visits to all apprentices during the year.

The academy moved into its second year of the South Carolina Superintendency Internship Program. The purpose of this program was to improve superintendents' leadership skills by identifying aspiring administrators with demonstrated potential for the superintendency and developing their abilities. Through an intensive screening and selection process, 16 applicants were selected for internships for 1987. The interns were actively engaged in developmental activities designed to prepare them for a district superintendency. Each intern worked with primary and secondary mentors to complete an individualized plan of activities, which focused on topics such as school finance, school board operations, communications, legal requirements, facilities' planning, and staff development. To date, two of the 1987-88 interns have been appointed to a district superintendency for 1987-88.

In an attempt to train first-time principals more effectively, the Leadership Academy, in conjunction with Winthrop College, South Carolina State College, Clemson University, the University of South Carolina, The Citadel, Furman University, the South Carolina School Boards Association, Duke Power Company, and the South Carolina Electric and Gas Company, planned and implemented a new week-long academy. Entitled "The Principalship: Year One," this program's curriculum focused on problem solving, leadership, employee behavior and motivation, professional development, monitoring instruction, public relations, finance, and team building. Twenty-four principals took advantage of this unique opportunity. To extend learning, two follow-up sessions were held in the fall and spring. Each participant also received two visits at his school site from academy and Winthrop staff members.

Plans for Fiscal Year 1987-88

The academy staff will concentrate on the following major areas during the coming year.

1. The Office of Leadership and School Improvement offers a variety of training programs to develop South Carolina's educational leadership. Data sources used in formulating these training programs will include (a) research on school effectiveness, student learning, staff development, and effective management, (b) current trends, issues, and problems confronting school administrators, (c) participant evaluations from existing training programs, (d) needs surveys of practicing and prospective

administrators, (e) mandatory assessment center data, (f) the School Intervention Reports, and (g) the Principal Evaluation Program fieldtest results.

2. To provide even higher quality training, the academy's evaluation procedures will emphasize the following components of effective in-service: (a) presentation of theory, skill, or strategy, (b) modeling of skills, (c) practice of skills, (d) structured feedback, and (e) coaching for application.
3. Competency-based training will be expanded. In addition to including the components of effective in-service, these programs will direct training toward specific skills or knowledge. One such program is the New Principals' Academy. The academy also developed school board training modules that will be made available to school districts for training school board members during the coming year. In addition, FY 1988 will be a developmental year for training modules in nine generic skill areas for use with assessment center graduates and incumbent principals.
4. The computer system used to monitor the mandatory seminar requirements of Section 59-24-30 of the Education Improvement Act will be refined.
5. The Assessment Center Program will operate 30 short assessment centers (six assessors will observe six assesseees). One assessor training session will be held in October, which will bring the total number of trained assessors in South Carolina to approximately 300.
6. The academy will provide additional follow-up developmental training sessions to high performing graduates of the Assessment Center.
7. The Principal Apprenticeship Program will fund new annual apprenticeships. Additional training will be provided for apprentices and mentors.
8. The Superintendency Internship Program will be evaluated and modified, based upon suggestions and observations. The third full year of the program will commence in January 1988.
9. The academy will assist in the implementation of the South Carolina LEAD Project.
10. An increased effort will be focused on working with officials from colleges and universities, administrator associations, and educational consortia for the purposes of (a) sponsoring cooperative administrative training, (b) developing training materials, and (c) utilizing current research on administrative training.
11. All academy program information will be computerized to achieve more efficient records management and to network information with other state or regional training organizations.

Publications

"Assessing Leadership Potential: The South Carolina Assessment Center Program"--the third edition of a pamphlet describing the design, implementation, and expected benefits of the Assessment Center Program.

"Leadership in the 80's"--the sixth edition of the Leadership Academy brochure, which describes the academy's programs and services.

"Administrators' Leadership Academy Program Calendar"--an annual overview of training opportunities offered by the academy.

"Superintendency Internship Program"--the first edition of a brochure describing the purpose and operation of the Superintendency Internship Program.

"South Carolina Principal Apprenticeship Program"--the second edition of a pamphlet describing the purpose and operation of the Principal Apprenticeship Program.

UPDATE--a quarterly newsletter highlighting activities and programs of the Leadership Academy.

"Business/Industry Liaison Program"--the first edition of a brochure describing the purpose and operation of the academy's cooperative training programs with business and industry.

Staff

Professional staff members were Dr. Thomas Thompson, Coordinator of Training Programs; Dr. James Mittenzwei, Coordinator of the Assessment Center Program; David Coleman, Dot Martin, George Pawlas, Hammond Still, and Odell Stuckey, education program consultants.

Training Programs and Participant Evaluation July 1986 - June 1987

Program Title	Date	Location	Attend- ance	Rating Measured in Percentage (%)			
				*E	*G	*F	*P
Orientation for New Superintendents	Aug 1986	Columbia	6	80%	20%	0%	0%
New Principals' Academy (5 days)	July 1986	Rock Hill	24	100%	0%	0%	0%
Staff Evaluation (2 days)	Oct	Rock Hill	35	20%	80%	0%	0%
	Nov	Conway	18	40%	55%	5%	0%
	1986	Allendale	36	56%	44%	0%	0%
Instructional Super- vision (2 days)	Nov	Walterboro	12	92%	8%	0%	0%
	1986	Rock Hill	11	100%	0%	0%	0%
School-Community Relations	Oct	Anderson	35	68%	32%	0%	0%
	1986	Orangeburg	20	63%	31%	6%	0%
Leadership Institute (3 days)	Feb 1987	Columbia	24	79%	13%	8%	0%
Improving Instruction (2 days)	Dec	Greenwood	20	96%	4%	0%	0%
	1986	Myrtle Beach	22	86%	14%	0%	0%
Creative Problem Solving (2 days)	Jan	Sumter	18	78%	22%	0%	0%
	Feb	Moncks Corner	12	100%	0%	0%	0%
	Mar	Spartanburg	24	79%	21%	0%	0%
	1987	Columbia	24	71%	29%	0%	0%
School Law Update	Jan 1987	Columbia	180	69%	28%	3%	0%

Staff Development (2 days)	Jan 1987	Columbia	60	27%	52%	20%	1%	
Management Institute (3 days)	April 1987	Columbia	86	82%	18%	0%	0%	
Communications Institute (3 days)	Mar	Columbia	42	81%	19%	0%	0%	
	June 1987	Columbia	39	78%	22%	0%	0%	
Interpersonal Relations (2 days)	May 1987	Columbia	61	91%	9%	0%	0%	
Totals		Programs	Location	Attend- ance	Average Rating			
		13	22	809	74%	25%	1%	0%

*E-EXCELLENT

*G-GOOD

*F-FAIR

*P-POOR

School Improvement Section
Gerald K. Corley, Chief Supervisor

Mission: to provide staff development programs and technical assistance for the purpose of improving instructional programs in public school districts.

Major Accomplishments

The School Improvement Section completed its third year of operation and met the goals established for fiscal year 1986-87. The Program for Effective Teaching (PET) has now been implemented in 88 school districts. Six hundred twenty-five trainers, 1,121 instructional supervisors, and 12,535 teachers have received the training. Of this number, 32 superintendents and 673 district staff have been trained. In addition to assisting school districts in training their trainers and a cadre of principals and teachers, the Department of Education trained the entire professional staff of two quality impaired districts. Department of Education trainers also provided school districts 110 days of assistance with coaching of trainers and instructional supervisors. The School Improvement Section staff met regularly with the State PET Advisory Council to obtain input and with PET Regional Councils to facilitate trainer development. Four hundred fifty trainers had the opportunity to attend a three-day renewal training session which included a presentation by Dr. Madeline Hunter, an internationally recognized educator. A trainers' manual was developed for the purposes of standardization of training statewide.

The staff of the School Improvement Section continued the implementation of the legislatively mandated school improvement process that requires each school to develop a comprehensive school improvement plan with the advice of a school improvement council composed of parents, teachers, and students. The purpose of the improvement plan is to enable the school to become more effective by implementing the research of effective schools and classrooms. During October and November 1986, eight regional training sessions were held for 1,218 principals and school council members. In March, a training session was held for all district school improvement coordinators. New needs assessment instruments for parents, students, and teachers were developed to obtain input regarding their opinions about the extent to which their schools met the South Carolina Indicators of School Effectiveness. The instruments were distributed to all superintendents, principals, and advisory council chairpersons.

The Effective Schools Training Program (EST), a staff development program based on research on effective schooling and effective staff development, was implemented in 43 schools in 10 districts. District trainers, principals, and teachers participated in six modules of training with follow-up observation, feedback, and coaching. Information about EST was distributed statewide, and 12 new districts were selected for participation.

The Education Improvement Act stipulated that teacher in-service training programs, based on the research of school and classroom effectiveness, be developed or identified by the Department of Education for adoption by all school districts by the 1986-87 school year. The 10 programs currently approved are: the Program for Effective Teaching (PET); Teacher Expectations and Student Achievement (TESA); Organizing and Managing the Classroom; the Implementation System for Effective Schools (ISES); Project IMPACT; Project In-service; Student Team Learning (STL); Early Prevention of School Failure (EPSF); Essentials-Correctives-Enrichment (ECE); and Resident Supervisory Support for Teachers (RSST). Prior to July 1, 1986, those South Carolina educators trained in programs other than PET numbered 1,049 from 24 districts. All districts implemented at least one of the approved models. School Improvement Section staff facilitated training for district personnel in Project IMPACT, TESA, Organizing and Managing the Classroom, RSST, and Project In-service. In January, a two-day statewide conference was held for 90 district staff development coordinators. A staff development handbook was written and prepared for printing. Six regional meetings were conducted for 800 principals and district staff development coordinators to provide training in school-level staff development.

Plans for Fiscal Year 1987-88

1. The School Improvement Section staff will implement a major PET maintenance effort in order to:
 - a. Improve the instructional coaching skills of principals;
 - b. Assist districts in developing and implementing maintenance plans;
 - c. Observe and critique district trainer performance;
 - d. Distribute PET manuals; and
 - e. Conduct a statewide PET renewal conference.
2. Meetings with institutions of higher education will be conducted to facilitate the incorporation of PET into preservice teacher training programs.
3. The staff will expand training in the research on effective schools and its application to the school improvement process to include additional districts, administrators, and teachers. Eleven new districts are committed to participate in the Effective Schools Training Program. A four-day summer institute and five modules of participatory content and skills modeling will be presented at the state level, by South Carolina experts, to district staff, principals, and teachers. Each module will be followed by observation, coaching, and feedback in the districts by state consultants as trainers train their principals. Principals will then apply the content and skills in team and faculty meetings, while district trainers critique their presentations.
4. In regional meetings in August, the staff will continue to provide assistance and training in order for schools and districts to meet the requirements of the mandated school improvement process.
5. The staff will identify and approve additional teacher in-service programs for adoption by South Carolina school districts. Assistance will be provided districts in scheduling training in the approved programs and in conducting effective staff development.

6. The staff will distribute a technical assistance handbook for district and school staff development programs. A renewal conference will be conducted for district staff development coordinators.
7. The new needs assessment instruments will be made available to schools and districts. The instruments will be scanned by the Department of Education to provide data to schools for the purposes of identifying needs and developing plans to meet those needs.
8. A South Carolina presenter file will be distributed to staff development coordinators and consortia directors.
9. Quarterly meetings will be held with consortia directors to coordinate planning for effective staff development programs.

Publications

"The Program for Effective Teaching"--a comprehensive staff development model; the second edition of a brochure that describes the design, implementation, and expected benefits of the Program for Effective Teaching.

"Effective Schools"--the third edition of a brochure that describes the components of the legislatively mandated school improvement process and the South Carolina Indicators of Effective Schools.

"Effective Schools Training Program"--the second edition of a brochure which describes the new effective schools training program.

Effective Schools Training Manual--a comprehensive manual which contains the content of the six training modules of the Effective Schools Training Program.

Program for Effective Teaching Training Manual--a training manual designed to maintain consistency in the content and process that encompasses the Program for Effective Teaching; the manual is designed to be utilized by certified trainers in the Program for Effective Teaching.

Program for Effective Teaching District Implementation Guide--a comprehensive guide designed to enable a school district to implement the Program for Effective Teaching; the manual is designed to be utilized by district-level decision-makers.

An Implementation Guide for the Legislatively Mandated South Carolina School Improvement Process--a guide designed to assist district- and school-level administrators in fulfilling their responsibilities for planning, implementing, and evaluating school improvement according to the legislative mandates.

"Strategies"--a compilation of activities being used in South Carolina schools to complement the effective schools research.

"EIA-Approved Teacher In-Service Training Programs"--a pamphlet describing the 10 programs and the law and criteria related to selection and approval.

Staff Development Handbook--a publication designed to assist district coordinators and building principals in planning and implementing effective staff development.

Staff

Professional staff members were Dr. Barbara L. Gottesman, Diane H. Harwell, L. Douglas Keel, and Dr. John Tudor, program supervisors.

OFFICE OF VOCATIONAL EDUCATION
Dr. Moody Oswald, Director

Major missions: to manage all vocational education funds provided by the state and federal governments; to render maximum service to vocational education in the public school system; to keep school administrators and the public informed of the trends and needs in vocational education; to provide for the professional improvement of vocational and ancillary/administrative staff; to administer all vocational education policies and procedures adopted by the State Board of Education; and to ensure compliance by local districts with all state and federal rules and regulations.

Federal Legislative Action

The Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524), which was signed by the President on October 19, 1984, continued federal assistance for vocational education for five years through fiscal 1989. It replaced the Vocational Education Act of 1963 and arrayed federal involvement in vocational education around two broad themes. First, the act was intended to make vocational education programs accessible to all persons, including the handicapped and disadvantaged, single parents and homemakers, adults in need of training and retraining, persons participating in programs designed to eliminate sex bias and stereotyping in vocational education, and incarcerated persons. Second, the act was intended to improve the quality of vocational education programs in order to give the nation's work force the marketable skills needed to improve productivity and promote economic growth.

The two technical advisory committees required by the Carl D. Perkins Vocational Education Act and established by the State Board of Education, in consultation with the State Council on Vocational and Technical Education, provided advice and assistance in implementing model curricula in vocational education. Meetings of the committees were conducted on October 7, 1986, and April 28, 1987. The committees reviewed and approved competency listings developed in each program area and the annual and three-year curriculum development plans of the Office of Vocational Education. In addition, the committees endorsed strategies for implementing a statewide competency testing program and for developing a model staff development plan for assisting vocational educators in reinforcing basic skills through vocational education.

State Legislation

As a result of the Education Improvement Act of 1984, \$5-million for updating equipment in existing programs and for purchasing equipment to implement new vocational job preparatory programs was awarded to eligible recipients.

Coordinators Section
E. Jimmy Smith, AVC Coordinator
Wayman Stover, High School Coordinator

Mission: to coordinate program/administrative activities in the area vocational centers and high schools of the state; to supervise the short-term adult vocational education programs; to assist school districts, including area vocational centers and high schools, in the development of effective industry-education linkages.

Industry-Education Linkage

The Building Industry-Education Partnership Seminar was in its fourth year of implementation throughout the state. Six seminars were conducted to improve the communications network between education and industry and to develop positive linkages. Approximately 500 people attended.

Twenty traditional Business-Industry-Education days were held during the year. Over 2,000 representatives from business/industry, higher education, state and local agencies, civic groups and organizations, and other community groups attended these functions. The activity was designed to develop and improve the partnerships between education and the community which are vital to economic development.

Adult Vocational Education Program

Fifty-three school districts/area vocational centers conducted short-term adult vocational education programs. Emphasis was placed upon programs specifically designed to assist industry in upgrading or retraining the work force. Some 12,000 adults were served through the short-term adult programs.

ADMINISTRATION, PLANNING, AND EVALUATION

Nick Milasnovich, Assistant Director

Project Processing, Planning, and Accountability Section

James J. Wheeler, III, Chief Supervisor

Missions: to process grant awards of federal and special state-appropriated monies; to review reimbursement requests; to coordinate and operate the system of vocational education planning, accountability, and reporting; to monitor equipment inventories throughout the state vocational network; and to work with districts, as requested, on construction of new or expanded vocational facilities.

Annual progress reports for FY 1986 and three-year plan updates for FY 1987 were submitted by local school districts and other appropriate eligible recipients. The first annual performance report for FY 1986, required under the Carl D. Perkins Vocational Education Act, was prepared and submitted to the United States Department of Education. This report summarized the results and accomplishments related to the expenditure of federal vocational funds in 1986-87.

The FY 1987 Administrative Provisions for Vocational Education in South Carolina, based on regulations contained in the three-year state plan, was distributed to approximately 700 agencies, groups, and individuals concerned with vocational education in the state. Also, nearly 7,000 copies of the 16-page FY 1987 Mini-Plan: FY 1986 Progress Report for Vocational Education in South Carolina were distributed during the 1986-87 fiscal year.

Professional staff included Billy Hicks, Gary Lashway, and Nancy Verburg.

Ancillary Services Section

Dr. John C. Smiley, Chief Supervisor

Missions: to provide support assistance and services to the Office of Vocational Education and the school districts of South Carolina in the area of vocational education. Operational units of the section included Career Guidance, Custodial Services, Methods of Administration, Research and Management Information, Special Populations, Trade and Industrial Teacher Certification, and Vocational Teacher Education.

Career Guidance

Activities during 1986-87 included visits to 25 schools throughout the state and presentations at four regional workshops for career guidance counselors. Technical assistance and materials were provided to other state agencies. Through collaborative efforts with business/industry, the career guidance workshops were hosted by four industries (General Electric, Dayco, Bigelow and AT&T-Nassau) and attracted 80 counselors. A statewide career

education workshop was held in October with 70 participants from all levels of public education. Presentations were also made to six district office personnel interested in implementing and expanding their career education efforts. Other presentations were made to graduate students at Clemson University and at Francis Marion and Benedict Colleges and to staff in-services at Wil Lou Gray Opportunity School and the Department of Corrections. Eighty-seven counselors participated in staff development during the Vocational Education Conference.

Development of an elementary (K-6) curriculum resource guide, "Career Technology and Awareness," was begun in collaboration with Clemson University. A three-week summer special institute was organized and nine elementary teachers were in attendance, with Dr. Clint Isbell as the instructor. Activities were developed and later organized and fieldtested in elementary schools around the state.

Other collaborative efforts included activities with the Employment Security Commission, the South Carolina State Museum, Educational Television, and the Junior League of Columbia.

Custodial Services

The Twelfth Annual Custodial Workshop was conducted March 17-18, 1987, at the Williams-Brice Stadium, Donors Scholarship Lounge, Columbia. Attendance reached a high of 140.

All requests were filled for assistance in planning, organizing, and conducting in-service workshops and training programs for custodial, maintenance, and administrative personnel in school districts. In addition to the Annual Custodial Workshop, 33 workshops were conducted with a total of 1,043 custodians and supervisors attending from 21 school districts.

Methods of Administration

The purpose of this unit was to implement the Methods of Administration (MOA) for the Civil Rights Compliance and Technical Assistance program, approved by the State Board of Education in April 1980, and approved by the U. S. Department of Education, Office for Civil Rights in November 1980. Activities implemented in accordance with the MOA during FY 1987 included: conducting a desk audit of 19 districts and nine area vocational centers, which involved the examination of 313 vocational education programs; conducting on-site reviews of five districts and three area vocational centers; making available technical assistance to districts/centers in developing corrective action plans and related civil rights matters; and monitoring corrective action plans to ensure accomplishments.

The Civil Rights Compliance Report describing the activities and findings of the MOA program is submitted annually to the Office for Civil Rights.

Research and Management Information

Data were collected, analyzed, and/or consolidated for distribution to school districts throughout the state and for making management decisions. Through extensive use of the computer, the unit had the ability to monitor each vocational program in the state in accordance with legislative requirements.

Data collection for the year included vocational enrollment, special needs enrollment, vocational completer data, and follow-up information for occupational completers. Collection instruments were streamlined for easier use by LEA's.

The unit developed the programming for and produced the first three-year placement report for presentation to the State Board of Education and the Governor's Office, as mandated by the Education Improvement Act of 1984.

Unit staff represented the Office of Vocational Education on the South Carolina Occupational Information System (SCOIS) technical steering committee.

Special Populations

This unit provided services in the areas of support programs in coordination with community-based organizations, working with the handicapped and disadvantaged, implementing Job Training Partnership Act youth programs, and facilitating sex equity.

Fiscal year 1987 was the first year that funds were appropriated under Title III-A of the Carl D. Perkins Act of 1984 for community-based organizations. Six projects, linking local education agencies with community-based organizations, were funded for a total of \$56,283. All of the projects are jointly sponsored efforts designed to enhance the enrollment of economically and educationally disadvantaged youth into vocational education programs. Over 500 youths were targeted to receive services under these grants.

Leadership, technical assistance, and funding necessary for districts to conduct vocational programs for handicapped students, disadvantaged students, and special adult populations were provided.

Major thrusts directed toward implementation of the new requirements of the Carl D. Perkins Vocational Education Act included: assessing the needs, interests, and abilities of handicapped and disadvantaged students; notifying handicapped and disadvantaged students and their parents about the vocational education opportunities available; modifying and adapting programs based upon student needs; providing guidance, counseling, and career development activities; and providing services to facilitate the transition from school to post-school employment and career opportunities.

Continued emphasis was placed on the development of interagency agreements in order to meet the needs of special populations, provide more comprehensive programs and services to eligible clients, reduce duplication of programs and services, and provide more cost-effective programs and services.

One half-day workshop for eight teachers of special programs and one three-day statewide workshop for 30 teachers of special populations were conducted. Also, on-site program reviews were conducted through program evaluation visits to school districts.

The Job Training Partnership Act (JTPA) provided a variety of activities for economically disadvantaged youth. During the summer of 1986, the Office of Vocational Education administered a JTPA Title II-B Summer Youth Employment and Training Program (SYETP). A contract for \$985,620 was awarded to seven local education agencies which participated in a year-round model youth program. Academic remediation/prevocational training, pre-employment training, entry employment training, or vocational exploration in the private sector were provided to approximately 1,660 youths between the ages of 14 and 21. The 1987 SYETP, which included the same activity components, began on June 1, 1987.

A JTPA Title II-A contract began on September 1, 1986, for a total of \$456,188. The seven agencies participating under the model youth program offered in-school entry employment training or transition services and tryout employment to approximately 600 economically disadvantaged youths. Most of the youths participating in the program were transferred from earlier JTPA programs, and many will be served by JTPA until they graduate from high school.

Technical assistance was provided to help increase students' awareness of the broad range of opportunities available to them in nontraditional vocational education programs. A major thrust was also made toward providing services to single parents and homemakers to enable this targeted population to receive marketable skills and become economically self-sufficient.

Seventeen model programs for young women and 41 grants in sex equity were funded. In addition, 31 projects were funded to serve the needs of single parents and homemakers.

The sex equity coordinator continued to review all products developed in the Curriculum Development Section for sex fair provisions.

One conference was held to provide information and assistance to coordinators of single parent and homemaker programs, as well as to coordinators of model programs for young women. One hundred five people were in attendance. A training manual, entitled Single Parents/Homemakers Programs in South Carolina: Designing A Program, was produced and utilized in staff development training for program coordinators.

Trade and Industrial Teacher Certification and Vocational Teacher Education

Seven teacher training programs received federal vocational funds to provide preservice and in-service courses to improve instruction in the vocational classroom. Programs funded included Business Education, Trade and Industrial Education, Agricultural Education, Marketing Education, and Home Economics Education at Clemson University, South Carolina State College, and Winthrop College. The Annual Vocational Educators' Conference was held July 28-30, 1986, in Columbia with 1,132 participants.

Training was provided for all vocational personnel in three vocational centers in the Program for Effective Teaching. The centers included Kershaw County Vocational Center, Rock Hill Career Development Center, and Calhoun-Orangeburg Vocational Center. A total of 71 individuals were trained.

Trade and industrial technical skill examinations were administered to 124 examinees in 18 technical areas. There were 97 new teachers certified through the trade and industrial certification process.

Staff

Professional staff included Catherine Britton, Candace Case, Shirley Cullen, Patricia Flora, C. A. Huey, Lynne Hufziger, Dr. Ron Jordan, Kay Morton, Jack Singletary, Clarence Smith, Jim Wall, Glenda Whittle, and Dr. Annie Winstead.

Vocational Program Evaluations Joe Dowling, Coordinator

Mission: to evaluate annually 20 percent of all vocational programs statewide using vocational education program standards.

A new procedure for evaluations was enacted for the 1986-87 school year, with 20 school districts and three multi-district area vocational centers reviewed. Each district/center performed a self-study of its vocational delivery system using the vocational education program standards. Results of these self-studies were submitted to the Office of Vocational Education for validation of compliance with those standards which included criteria set forth in the Education Improvement Act, the Employment Revitalization Act, and the Carl D. Perkins Vocational Education Act. Additional standards were reviewed at the request of the district or as deemed necessary by the evaluation team. Any school district/AVC which did not comply with all program standards was required to submit a program improvement plan which included proposed activities to correct areas of noncompliance. Eight school districts evaluated last year underwent follow-up evaluations.

VOCATIONAL PROGRAMS AND CURRICULUM DEVELOPMENT

Dr. Anne L. Matthews, Assistant Director

Program Planning and Development Section

Barbara H. James, Chief Supervisor

Mission: to assist local school administrators and teachers in planning and implementing vocational programs which effectively meet current job market demands and student needs.

Agricultural Education

Major efforts of this service area were to work with school administrators and teachers in establishing and maintaining standards for operation of effective programs, to promote the expansion of agricultural education to meet the needs of youth and adults, and to plan and conduct in-service activities designed to improve the teaching-learning process. Increased emphasis focused on management of resources, financing, and marketing skills to assist in making adjustments in a rapidly changing agricultural economy, as well as on the large number of career opportunities for students in related occupational areas.

The Future Farmers of America in South Carolina is an integral part of the program of agricultural education, with a total state membership of 4,293. The South Carolina Association of Young Farmers also continued to serve its members through an effective educational program.

Business Education

Major thrusts of this service area were to help establish and maintain effective programs, conduct in-service activities, and promote the expansion of business education to meet the needs of students.

Accomplishments included the development of a curriculum guide, Executive Secretary; development of competency tests for three courses; in-service workshops on microcomputer applications, competency-based instruction, cooperative education, and reinforcing basic skills in vocational education; contact with business and industry through the state advisory council and visitations; and leadership and technical assistance to the South Carolina State Chapter of Future Business Leaders of America (FBLA).

Health Occupations

The major thrust of this program area was continued assistance to school administrators and teachers in upgrading and refining standards for the operation of effective programs and services in health occupations education. The major focus of activities centered around the development of competency-based test items in Health Occupations Education I and II. A random sampling of the items were piloted in May 1987.

Other efforts focused on the development of applications to restructure, update, and improve existing programs, schedules, and competency-based instructional formats for experimentation and evaluation; in-service education to upgrade teacher competencies and improve instruction; increased attention to articulation of programs with postsecondary institutions to ensure opportunities for career mobility for graduates; leadership/technical assistance to the local advisors and student members of the South Carolina Association of Health Occupations Students of America (HOSA); and development of guidelines and procedures for a supervised work experience program for skill updating and certification renewal credit.

The consultant provided technical assistance and information during the ongoing process of review and dissemination of the statewide master plan for nursing education, including related statewide surveys and studies.

Home Economics Education

The major activities of this unit were the provision of technical assistance and in-service sessions which emphasized competency-based instruction, classroom computer use, incorporating job seeking and keeping skills into occupational training programs, incorporating basic skills into the curriculum, and marketing home economics education programs.

To further the emphasis on integrating basic skills, lesson plans were developed for selected home economics courses for dissemination and presentation at the Annual Vocational Education Conference. These plans reflected the basic skills objectives adopted by the state. An annotated bibliography of references and resource materials for home economics basic skills activities was developed.

To assist teachers and administrators in developing and marketing home economics programs, a promotional brochure and a home economics education program guidelines booklet were developed.

The home economics education staff worked cooperatively with its Home Economics Education Advisory Council and planned a series of workshops for consumer and homemaking and occupational home economics teachers to address relevant issues. Due to the increased emphasis on single parenting, teenage pregnancy, and dropout prevention, existing consumer and homemaking programs were restructured to address the needs in these areas. More emphasis will be placed on family-related courses. Occupational home economics programs will continue to have placement and the cooperative method of instruction as their major thrusts.

The technical assistance and leadership provided to the student organization, FHA/HERO, emphasized development of strong leadership characteristics, home economics career awareness, and participation in the Student Body Peer Education and the Families and Futures Peer Education projects.

Marketing Education

Major thrusts included: developing competency-based test items for two courses; developing curriculum material for new courses; developing a promotional brochure; maintaining business liaison and input through the state advisory council; implementing entrepreneurship education through five statewide workshops; developing business contacts through on-site visits and membership in the Merchants' Association, Chamber of Commerce, and Sales and Marketing Executives International; implementing competency-based instruction through the development of a handbook and through four statewide workshops and numerous local workshops; implementing the cooperative method of instruction through the development of a handbook; expanding the competitive events for and providing leadership to South Carolina DECA; and reinforcing basic skills through the development, dissemination and in-service of marketing education lesson plans that address all areas of basic skills.

Trade and Industrial Education

Major thrusts were directed toward technology education (as prevocational education for technical occupational programs) and related physics (as a science course for students enrolled in technically oriented occupational programs). These new courses were called Industrial Technology Education and Principles of Technology. A draft curriculum guide was developed for industrial technology education through an in-service effort conducted jointly

with Clemson University. Other efforts were directed toward finalizing all program competencies, technical in-service training for teachers, and development of industrial contact with private sector professional organizations. Additional emphasis was given to providing leadership and technical assistance to the Vocational Industrial Clubs of America and securing industrial sponsorship of the state trade and industrial education skill competitive events.

Emphasis was also placed on the finalization of occupational competencies for all trade and industrial education programs of study, and on the utilization of competency profiles and competency certificates by local school districts to identify the levels of competency of students exiting occupational training programs. Nine competency tests were developed for fieldtesting in FY 1987. State staff received training in the area of basic skills in order to provide assistance to trade and industrial education instructors in the reinforcement of basic skills through vocational education. A workshop was conducted for all new trade and industrial education instructors to assist them in making a successful transition into the education profession from the industrial environment. The State Trade and Industrial Education Advisory Committee, established in FY 1985, became a standing committee and provided technical in-service relating to all aspects of trade and industrial education, from updating teacher technical competencies to sponsoring skill competitive events for students.

Other primary goals for FY 1987 focused on greater involvement with industry, as well as on industry's increased involvement in analyzing instructional programs, as exemplified by the National Association of Automotive Service Excellence.

Student Organizations

Student organizations operated as integral parts of the instructional programs of the various vocational service areas. Their activities contributed to the civic, leadership, and skill development of student members. Area, district, and state meetings, competitive events, officer training workshops, state leadership conferences, and other activities involved more than 21,000 students.

Staff

Professional staff members included Gwen Crome, Earl Frick, Tommy Gladden, Roger Goupil, Jim Horton, W. P. Lloyd, B. T. Martin, Hugh McClimon, Charles Moore, Dr. E. Cortez Moore, Jean Parker, Carmen Pough, Emily Richardson, Brenda Shealy, Lloyd Steele, Ellen Vaughan, and Wanda Whatley.

Curriculum Development Section Dr. Robert T. Benson, Chief Supervisor

Mission: to prepare curriculum materials that will assist local vocational educators in preparing students to meet current job market demands.

Curriculum projects completed included one publication to be used to reinforce the teaching of basic skills in vocational education programs. Seven other curriculum/instruction materials were also completed and prepared for distribution.

Professional staff members included Ronald T. Elliott, Mary Etta Livingston, Dr. Calvin Meyer, and Elizabeth Yergason.

**Conferences, Workshops and In-service Training
July 1986 - June 1987**

Program Title	Date	Location	Attendance
Annual Vocational Education Conference	July 1986	Columbia	1,132
Electricity Workshop	July 1986	Columbia	14
Masonry Instructors Workshop	July 1986	Myrtle Beach	45
Principles of Technology In-service for Local Administrators	July 1986	Irmo	18
Industrial Technology Education Instructors Workshop	July/Jan 1986-87	Clemson Piedmont Summerville Duncan	84
Competency-based Vocational Education	July/Mar 1986-87	Columbia Chesterfield Oconee Spartanburg Greenville Charleston Florence Newberry Rock Hill Aiken Bennettsville Walhalla Marlboro Walterboro Anderson Lexington Camden Sumter Woodruff	(3) (2) (2) (3) (2)
Cooperative Education	July/May 1986-87	Columbia Spartanburg Greenville Charleston Florence Rock Hill Abbeville Johnsonville Walterboro Camden Sumter Woodruff	(2) 504

Entrepreneurship	July 1986	Rock Hill Florence Charleston Greenville Columbia	138
Floor Care	July/Mar 1986-87	Summerton Walterboro Kingstree (3)	120
Restroom Care	July/Apr 1986-87	Greenville Walterboro Kingstree Ruffin Columbia Johnsonville Williamsburg Florence Lake City (3) (2)	474
Career Guidance/ University and Colleges	July-May 1986-87	Clemson University Francis Marion Benedict College (5)	106
Tile, Carpet, Gym Floor Floor Repairs, Custodial Management, Supervisor's Relation to Maintenance	July/Dec 1986	Charleston	240
Electronic Fuel Injection In-service	August 1986	Camden	21
Survival Skills Workshop for New Trade and Industrial Education Instructors	August 1986	Irmo	11
HEE Teacher In-service	August 1986	Florence Walterboro Anderson Winnsboro	193
Electronic Technical Workshop	August 1986	Lexington	12
Pre-technology Education Workshop	August 1986	Fort Gordon, GA	15
Single Parents/Homemakers Staff Development	August 1986	Columbia	105
Orientation for New HOE Teachers	Aug/Jan 1986-87	Columbia	4
Technology Education A New Thrust	Aug/April 1986	Winnsboro North Charleston	44
Program for Effective Teaching	Aug/Nov 1986	Orangeburg Rock Hill York Columbia	77

Working with Disadvantaged and Handicapped Students	September 1986	Bennettsville		8
Career Education Workshops	October 1986	Lexington		70
Consulting District Contracting Service	October 1986	Beaufort		4
Filming: Training Film Restroom Video	October 1986	Columbia		4
In-service/Contract Cleaning/Preventive Maintenance	October 1986	Rock Hill		12
In-service Coordination Training and Assistance	October 1986	Clarendon		4
JTPA Title II-A In-school Youth Program/FY 86 Orientation Meeting	October 1986	Columbia		11
Management Training Custodial Staff	October 1986	Summerton		16
Technology Education Grant Writing Workshop	October 1986	Columbia		45
Career Guidance/ School Districts	Oct-Mar 1986-87	Florence Mt. Pleasant Georgetown Horry-Conway Newberry Jasper-Ridgeland		55
SCSPMA Coordination Meeting	Oct/Apr 1986-87	Winnsboro	(3)	20
Classroom Care	Oct/Nov January 1986-87	Columbia Johnsonville Florence Summerton	(2)	285
Grantwriting Workshops for Sex Equity Projects	November 1986	Greenville Lexington Charleston Florence		197
Principles of Technology Education and the Science Program	November 1986	Lexington		55
Competency Test Writing In-service for Instructors	November 1986	Lexington		42

Preparation for Parenthood Basic Skills	November 1986	Greenwood	18
Teacher Education Planning Conference	November 1986	Clemson	51
General Upkeep	December 1986	Greenville Bennettsville	10
Discussion with Staff	February 1987	Kingstree	8
Coordination for In-service and Consultation	February 1987	Lake City	6
Career Education Staff In-service	March 1987	Edgefield	60
Career Guidance Workshops	March 1987	Greenville (Bigelow-Sanford) AT&T Nassau-Columbia General Electric-Florence Dayco-Walterboro	95
Career Guidance/Other State Agencies	April 1987	Wil Lou Gray SCDC	15
Consultation to Principal and Custodians	April 1987	Dorchester	4
1987 JTPA Summer Youth Employment and Training Program Orientation Meeting	May 1987	Columbia	11
Microcomputer Workshops	June 1987	Charleston Columbia Spartanburg Sumter	75
Reinforcing Basic Skills in Vocational Education	June 1987	Myrtle Beach	50
Vocational Student Organizations			
National Conference	July/June 1986-87	New Orleans, LA Kansas City, MO Oklahoma City, OK Washington, DC Dallas, TX Wichita, KA Orlando, FL	507
Young Farmer Summer Tour	August 1986	Edgefield Saluda	50

State Officer Training	August 1986	Greenville Santee Mountain Rest	70
Fall Leadership Conference	Aug/Nov 1986-87	Columbia	(3) 695
Soils Workshops	September 1986	Greenville Winnsboro Florence Walterboro	68
Regional Conference	November 1986	Washington, DC Little Rock, AR	63
Leadership Development for District Advisors	January 1987	Columbia	8
Organizing FHA Chapters	January 1987	Columbia	4
Skill Competitive Events Monitors In-service	January 1987	Columbia	21
District Conference and Competitive Events	Jan/Mar 1987	Florence Greenwood Columbia Walterboro Greenville Myrtle Beach Saluda Chester Bowman Johnston Union Dalzell Goose Creek Loris Orangeburg	(2) 2,530 (2) (2) (2) (2) (2)
State Conference	Jan/Apr 1987	Greenville Columbia Clemson Myrtle Beach Lexington Sumter	(2) 3,263 (4)
Plymouth/AAA Trouble- Shooting Contest	May 1987	Columbia	45

Publications and Other Materials

Curriculum Projects

Reinforcing Basic Skills Through Vocational Education, Instructor's Guide
Tractor Mechanics, V-TECS Guide
Foods and Nutrition, Supplemental Audiovisuals
Executive Secretary, V-TECS Guide
Auto Engine and Drive Train Technician, V-TECS Guide
Residential Electricity, V-TECS Guide
Small Engine Repair, V-TECS Guide
Basic Skills Lesson Plans

Reprinted Materials

Students and the Law
Machine Dictation and Transcription
Clothing and Textiles, Modules and Instructor's Guide
Human Development
Prevocational Education Program Guide
Job Seeking: How and Where
Applied Vocational Mathematics
Working with Handicapped and Disadvantaged Students in Vocational Education
Vocational Education Program Description Guide

Other Publications and Audiovisuals

FY 1987 Mini-Plan: 1985-86 Progress Report for Vocational Education in South Carolina
SC FY 1987 Administrative Provisions for Vocational Education
SC Vocational Education Performance Report for FY 86
SC Vocational Education Journal
Health Occupation Education Recruitment Package
Marketing Education Promotional Brochure
"Caring is a Health Career," videotape
"Choice not Chance," Vocational Education videotape
Vocational Student Organization Newsletters/Magazines
 SC Vica Views
 Livewire, FHA Newsletter
 FBLA Update
 DECA In Action
 SC Young Farmer and Future Farmer Magazine

Vocational Education Enrollment Summary (1986-1987)

Service Area	Secondary	Adult		Disadvantaged**	Handicapped
		Short-term*	Long-term		
Agricultural Education	6,673	160	268	2,228	481
Marketing Education	3,668	0	0	906	106
Health Occupations Education	1,363	1,239	229	388	96
Consumer & Homemaking	22,904	0	56	7,190	1,260
Occupational Home Economics	1,697	231	0	574	259
Business Education	44,342	4,486	61	7,872	517
Trade & Industrial Education	19,501	3,894	636	6,823	2,310
Prevocational Education	12,145	0	433	3,985	2,088
Industrial Arts	3,773	0	0	984	187
Totals	116,066	10,010	1,683	30,950	7,304

*FY 1985-86

**Includes mainstreamed, self-contained, and ungraded students.

OFFICE OF PROGRAMS FOR THE HANDICAPPED
Dr. Robert S. Black, Director

Major missions: (1) to ensure that all handicapped children, as defined by state and federal law, have available to them a free appropriate public education; (2) to ensure that the rights of handicapped children and their parents are protected; (3) to assist and provide leadership to school districts and other state-operated programs in providing for the education of handicapped children; and (4) to measure the effectiveness of efforts to educate handicapped children.

The availability of appropriate educational opportunity for all handicapped children is probably best ensured through school districts' development of policies and specific procedures to meet the requirements of law and regulation. Toward this end, this office has expended considerable effort in assisting constituents in their developmental endeavors. Essential to the formulation of meaningful procedures are a clear interpretation of pertinent law and/or regulation, consistent formatting, analysis of scope and sequence of procedures, viability of application, public input and, most importantly, the determination whether or not procedures have met the standard requirement(s).

All of the state's school districts and state-operated programs providing education to handicapped children have developed policies and procedures specific to federal and state requirements. Each procedure has been critically reviewed and ultimately approved by this office.

While policies and procedures clearly outline how service providers plan to accord appropriate educational opportunity to all handicapped children within their jurisdictions, accountability cannot be achieved until duly developed procedures are fully implemented. Therefore, program monitoring becomes a critical component towards the assurance that handicapped children's rights are protected. This office site monitors 33 percent of the state's districts and other agency programs annually. Fundamentally, monitoring seeks to determine if documentation exists to conclude that procedures are fully implemented. Additional monitoring occurs through review of funding applications, as well as through an ongoing formal complaint investigation system.

Through procedure development, documentation of procedures implementation, and a formal complaint investigation system, this office attempts to meet its first two missions responsibly.

The third mission of the Office of Programs for the Handicapped is to provide leadership to local units in developing and delivering high quality instructional programs to our state's handicapped students.

We have implemented a process designed to parlay valid research findings into tangible instructional benefits for students. Outstanding researchers, from throughout the United States, are invited to present their findings on selected topics within the various areas of disability. Local school district personnel are invited to attend these symposia, and from the attendees, a formative group is appointed. This group places findings in a priority order, seeks to identify commonalities of findings, reviews the validity of the findings, and projects the probability of resolution. Finally, specific initiatives are agreed upon, and program staff, in concert with the committee, develop concerted, deliberate strategies for program improvement in the initiatives selected.

We have a growing confidence that this system will have a substantial positive impact on instructional practices throughout the state. Specific activities related to this thrust during 1986-87 are set forth in the program section of this report.

The fourth major mission focuses on evaluation of program effectiveness. A large number of indicators are collected and reviewed for this purpose. These measures provide meaningful

data and programmatic information consistent with regulatory and programmatic responsibilities.

Techniques employed to measure program effectiveness are traditional. In order to improve efficiency, reduce paperwork, and enhance validity, this office has conceptualized a computer-driven expert system within the field of artificial intelligence to measure the effectiveness of instruction. Should sufficient fiscal resources become available to research and develop the system, an enormous stride will have been made in measuring program effectiveness.

In summary, the major missions of this office were definitively carried out during 1986-87. One of the significant challenges for the future includes the development of a comprehensive program for three- and four-year-old handicapped children. A second major challenge will be to develop, with other elements of state and local government, a transition program which will successfully and properly move handicapped students to other environments as they complete special education programs and take their places in society.

Administrative Section
Carolyn S. Boney, Chief Supervisor

Major missions: collection, maintenance, and analysis of data; fiscal and legal administration of special federal projects; and administration of state-level compliance requirements of Public Law 94-142.

Education of the Handicapped Act, Part "B" of P.L. 94-142

Federal funds under Part "B" of the Education of the Handicapped Act, totaling \$18,581,496, were allocated to all of the state's districts in the form of entitlements. These monies were utilized to provide appropriate programs of special education and related services to handicapped children consistent with the requirements of Public Law 94-142. Monies in the amount of \$54,341 were utilized to contract with a state-operated program to provide additional educational services to handicapped children.

Preschool Incentive Program

The Department allocated \$573,498 under Public Law 94-142 to 91 local education agencies and 16 state-operated and Head Start programs in the form of grants or contracts. These monies were to provide direct special education and related services to handicapped children from birth through five years of age.

Deaf-Blind

Federal funds (in the amount of \$149,903 under Part "C," Education of the Handicapped Act) were utilized to provide a series of symposia for teachers, support personnel, and administrators designed to enhance their skills and knowledge relative to providing services to deaf/blind and severely handicapped students. The Department contracted with the School for the Deaf and Blind to provide weekend training for parents and to initiate Project Insite, a home intervention program for multihandicapped sensory impaired preschool children.

Evaluation, Diagnosis, and Prescriptive Planning

Fifty-five handicapped children received diagnostic evaluations and subsequent educational prescriptions through this program, culminating in individualized educational prescriptions. Funds totaling \$50,000 under Part "B," Education of the Handicapped Act, were utilized by the Department to provide these services through memoranda of agreement with the Columbia Achievement Center, the Human Development Center--Winthrop College, Clemson University, the University of South Carolina Diagnostic Center, Chapman Psycho-

Educational Services Center, Child Psychology Associates, Educational Diagnostic Center, and the Vince Moseley Clinic.

Investigation of Complaints

Each state education agency is required to investigate complaints of alleged violations of the requirements of Public Law 94-142, South Carolina laws governing education of the handicapped, and State Board of Education regulations. During FY 1987, staff members investigated 12 complaints and brought them to closure.

Procedural Due Process Hearings

When parents or local education agencies disagree in matters relating to evaluation, placement, changes in educational placement, or accuracy of educational records, either party has the right to request a hearing at the local level. Further, parents or school districts have the right to appeal to the Department of Education when either party disagrees with the decision of the hearing officer at the local level. During FY 1987, two hearings were conducted at the state level.

Continuum of Care for Emotionally Handicapped

The Department of Education entered into a contract in the amount of \$2,000,000 with the Policy Council of the Continuum of Care for Emotionally Disturbed Children to provide services approved by the State Board of Education. These monies were utilized primarily for expansion efforts.

Funds for Trainable Profoundly Mentally Handicapped

Under the provisions of the South Carolina Education Improvement Act of 1984, the State Board of Education established a formula for the distribution of additional funds to ensure adequate educational services for trainable and profoundly mentally handicapped pupils. Funds in the amount of \$3,000,000 were disbursed to school districts during the school year.

Funds For Profoundly Mentally Handicapped

The General Appropriations Act, 1986-87 contained a proviso that appropriated \$160,000 for services to profoundly mentally handicapped students. Local school districts reported 640 eligible pupils, thereby receiving \$250.00 per pupil (in addition to the weighted factor of 2.04).

State Planning Grant for Early Childhood Education for Handicapped Pupils

A state planning grant, in the amount of \$120,000 under the federal Handicapped Children's Early Education Program, was awarded to the Department of Education, Office of Programs for the Handicapped. The Department contracted with two local education agencies to work with local advisory committees in an effort to establish an effective local framework in communities, thereby potentially increasing preschool handicapped services. Further, the Department contracted with the University of South Carolina to provide a series of training opportunities for teachers and psychologists.

Staff

Administrative section professional staff members included Frances F. Lewis, EHA-B Grants Administration Consultant; Ellen D. Carruth, Service Delivery Agreements Consultant; Lois G. Stephenson, Program Information Coordinator; Helen Geesey, State Plan Coordinator; Cynthia Flynn, Transition Consultant; and Gregory C. McCarthy, Attorney.

Program Section
Carolyn C. Knight, Chief Supervisor

Major missions: to monitor local education agencies and state-operated programs to ensure compliance with the regulations of federal and state statutes; and to provide leadership in curriculum and instruction to strengthen public education programs for handicapped pupils.

Compliance Monitoring

Under Public Law 94-142, each state education agency is required, through monitoring and evaluation activities, to ensure that agencies adhere to all components of the act. The staff evaluated the practices of 28 local education agencies, four state-operated programs, and five Head Start programs, with respect to policy requirements, program entry, IEPs, verification of annual child count, and the implementation of procedures relative to procedural safeguards and surrogate parents.

An analysis of results of these reviews indicated that most programs were in substantial compliance with the provisions of state and federal laws and State Board of Education regulations.

ClassLD.SC

The Department contracted with the Artificial Intelligence Research and Development Unit of Utah State University for the development of a microcomputer-based expert system designed to provide an expert opinion regarding the classification of pupils as learning disabled. The system, known as ClassLD.SC, has been designed and constructed to South Carolina's specifications. The primary knowledge base contains information and decision rules obtained from experts in the area of LD classification, federal law, state regulations, and current literature describing best practices in the area of student assessment. ClassLD.SC will provide a second opinion regarding the accuracy of the classification of a pupil as learning disabled.

Guidelines for Communication Disorders Classes

The Office of Programs for the Handicapped completed the development of guidelines for Communication Disorders (CD) classes. The task force responsible for developing the guidelines was composed of practicing speech/language clinicians, supervisors of speech/language services, and coordinators of programs for the handicapped.

In South Carolina, the itinerant model has been the predominant mode of service delivery. This activity was initiated as a result of input from local education agencies relative to the need for alternative program models for speech/language handicapped. The guidelines for CD classes include the following: (1) definition of communication disorders, (2) rationale, (3) criteria for enrollment, and (4) program description. The guidelines were recently disseminated on a statewide basis.

Manual of Standardized Signs

A publication has been developed to help hearing handicapped children and their parents and teachers communicate more effectively through the use of standardized signs. Signs for Instruction: A Reference Manual of Preferred South Carolina Signs presents 2,500 preschool through grade 4 vocabulary words and the appropriate South Carolina signs which represent them.

The manual was prepared by a task force of teachers of the deaf, administrators, deaf individuals, and interpreters from throughout the state, and was prompted by the fact that breakdowns in communication often occur when a deaf child moves from one teacher or school to another and is confronted with new, unfamiliar signs. Frequently, the signs used in

hearing handicapped classrooms are "invented" by the teacher when the appropriate sign is unknown. In other cases, the signs might be appropriate in different parts of the country, but are not known or accepted in this region. Only through a common reference manual, which depicts signs unique to South Carolina, could the problem be resolved.

South Carolina Parent-Educator Partnership

The Parent/Educator Partnership Steering Committee continued to grow as an effective structure in which parents and educators work together in order to enrich the lives of handicapped students. The purpose of the state steering committee was to stimulate, enhance, and facilitate coordination and direction for facilitating the enhancement of programs for handicapped children. Through stimulation and mini-grants by the Department, the number of local parent/educator partnerships has increased from 15 to 25 during this past year.

Generic Certification

In cooperation with the Office of Teacher Education and Certification, the Office of Programs for the Handicapped appointed a task force to review the need for a generic certification credential in the area of special education. Subsequent to the work of this group, approval was granted by the State Board of Education for a generic certification credential for teachers of mild educable mentally handicapped, emotionally handicapped, and learning disabled who are served in resource or itinerant programs. The Office of Research will coordinate for South Carolina the validation of the National Special Education Test, developed by Educational Testing Service, which will be used as a measure of proficiency. It is anticipated generic certification will be in effect for school year 1988-89.

Project ASSET

As a follow-up to a statewide symposium in the field of learning disabilities, a task force was appointed to review the proceedings and identify future in-service training efforts for LEA's. The area identified related to social problem-solving skills for learning disabled students. The task force recommended the ASSET program as a relevant social skills curriculum appropriate for adolescent pupils.

An awareness conference was held, and the ASSET program will be piloted in three local education agencies. Upon completion of the pilot testing, the Office of Programs for the Handicapped will be in a position to determine the feasibility for replication on a statewide basis.

In-service

The Office of Programs for the Handicapped sponsored a symposium which afforded participants the opportunity to benefit from the experiences and research of eight renowned academicians, whose expertise lay in the area of severe and profound mental retardation. The presenters collectively encouraged the need for continual conceptualization and the incorporation of a "functional curriculum."

An orthopedically handicapped symposium was the third in a series of symposia. This initiative concentrated on current advances in the areas of medicine and technology relative to the orthopedically handicapped population. Six eminent authorities from across the nation presented topics of major interest and concern.

Emerging from the symposia will be two task forces whose missions will be to identify a priority area of need for future programmatic endeavors relative to orthopedically and profoundly mentally handicapped.

During the fall of 1986, three regional workshops were conducted to introduce the Developmental Therapy Model for possible implementation in South Carolina. A representative from the Rutland Center at the University of Georgia presented information on the model, which is a growth-oriented model for seriously emotionally handicapped children and includes services to parents and teachers. Attending the workshops were special education coordinators, teachers, and special education consultants.

A three-day summer institute was held for school psychologists. The sessions focused on the functional and chronologically age-appropriate assessment of pupils with severe and profound handicaps. Additionally, a two-day institute was held relative to language development for profoundly mentally handicapped children.

This year the Office of Programs for the Handicapped sponsored both a fall and spring conference for administrators of programs for the handicapped.

Staff

Section consultants were Renee Archer, Consultant for Mentally Handicapped; Toni DeCrease, Consultant for Learning Disabilities; Debbie Eudy, Consultant for Emotionally Handicapped; Mary E. Ginn, Consultant for Speech Handicapped; Michael A. Lewis, Consultant for Hearing Handicapped; Beth Lowman, Consultant for Psychological Services; and Marilyn Martin, Consultant for Orthopedically Handicapped.

OFFICE OF ADULT EDUCATION
Dr. Walter L. Tobin, Director

Major missions:

1. To provide direct services to school districts and other agencies in program planning, funding, budgeting, selecting instructional materials, teacher training, and program evaluation for basic and high school adult education programs.
2. To encourage establishment of programs that will enable adults to continue their education through the completion of secondary school and enable them to become more employable, productive, and responsible citizens.
3. To promote and provide assistance in the implementation of the community education concept in school districts throughout South Carolina, as defined in the State Community Education Act of 1976.
4. To provide direct assistance to colleges, universities, technical education colleges, vocational schools, and other institutions offering postsecondary education in meeting guidelines for course approval, as specified in Title 38 and Title 10, U. S. Code; and, as appropriate, the South Carolina Proprietary School Law.
5. To determine, through on-site inspections and the approval process, that apprenticeship and other on-the-job training programs comply with the requirements of law.
6. To administer, through inspection and approval of school facilities and curriculum, the South Carolina Proprietary School Law (through the licensing and permit procedures designed to protect and encourage improvement in educational programs offered to the public).

Adult Education Section
Dr. Shirley Fawley, Chief Supervisor

The target adult education population was some 796,953 people, as reported in the 1980 census, who were 25 years of age or older, were not in school, and had not completed the twelfth grade. Figures for persons 16 through 24 years of age have not been determined.

Total enrollment during fiscal 1987 in 554 centers was 68,420. Of this number, 31,713 were in basic classes and 36,707 in high school completion classes. An additional 25,924 enrolled in veterans programs and in proprietary schools, for a total of 97,352.

There were 6,813 high school completion credentials issued during the school year, including 5,185 equivalency certificates and 1,628 diplomas. Work experience and training high school credits were awarded to 425 adults for a total of 1,755 units. During 1986-87, South Carolina ranked fifth in the nation in the number of students served in relation to our undereducated population.

The office awarded \$161,459 in special demonstration grants to school districts and other agencies to develop innovative materials and methods for instruction, guidance, and recruitment of adult students. Successful methods and materials will be used as models for statewide duplication during fiscal 1988. Emphasis was placed on reaching the functionally illiterate through (1) tutoring by volunteers, in coordination with the State Literacy Association; (2) the development of curriculum materials to teach writing skills to adults; and (3) the training of teachers in a more effective delivery system of adult education instruction.

Literacy Campaign

The statewide adult basic education reading campaign was expanded in an attempt to provide nonreading adults with opportunities to improve their educational levels. During the eighth year of this campaign, 8,783 adults registered and 6,464 were tutored. An additional 1,317 of those registered were assigned to regular adult education basic classes. Of those registered, 486 were English-as-a-second-language students. The Department of Social Services referred 418 people, of whom 237 were tutored and 122 were assigned to basic classes.

Community-based meetings were attended by 21,256 persons, with 5,328 volunteers recruited for service. This year, 2,561 tutors were trained during 172 workshops. Since the reading campaign began in 1980, 13,601 tutors have been trained in a total of 1,034 workshops throughout the state. During 1986-87, volunteers spent a total of 236,419 hours tutoring their students.

The literacy program was conducted in cooperation with the South Carolina Literacy Association, local school districts, local literacy councils, the South Carolina State Library, local libraries, the Department of Social Services, the South Carolina Highway Department, the South Carolina National Guard, and other interested organizations.

The South Carolina Educational Television system collaborated with the Office of Adult Education in generating awareness of adult illiteracy and encouraging individual and organizational support. The South Carolina Educational Television System produced a documentary, entitled "One in Five," which focused on illiteracy and undereducation in South Carolina. In addition, ETV and the Office of Adult Education developed a statewide outreach campaign for the ABC and PBS national teleconference, Project Literacy U. S. (PLUS), which was aired in September 1986. Local PLUS activities were coordinated by local adult education directors and local community task forces. These groups assisted by creating awareness regarding the problem of adult illiteracy.

Evaluation

Eighteen local adult education programs were evaluated by visiting committees composed of Department personnel and local adult education directors. Evaluation results revealed many positive practices that contributed to quality programs. Inversely, some practices were identified that appeared to constrain program development and quality. Written reports containing recommendations were discussed with superintendents and local directors, and copies of the evaluation reports were submitted to them.

Publications

A teacher training manual, designed for use as a tool for training adult education teachers to function effectively as learning lab instructors, was developed by a task force of professional educators. The manual is to be fieldtested during the summer and, by early fall of 1987, will be used by trained resource people for staff development sessions throughout the state. Also, an Annual Report on Adult Education was developed and disseminated statewide.

Community Education

Community education is described in the South Carolina Community Education Act of 1976 as a "process by which public facilities are utilized as community centers operated in conjunction with governmental agencies and community service organizations to provide educational, recreational, cultural, social, health, and other community services for all persons in the community in accordance with the needs, interests, and concerns of that community." The South Carolina Community Education Advisory Council held two meetings during the year to promote community education throughout the state. Community education classes were conducted in 38 school districts. More than 53,000 people participated in such programs.

Staff Development

Several workshops and staff development opportunities were offered during the past year. These included a one-day workshop for 265 adult education teachers; a five-day workshop at Lander College for 35 learning lab instructors; the Adult Basic/Literacy Education Workshop, attended by 150 adult education basic teachers, literacy coordinators, and volunteers; three regional, Saturday writing workshops in which a total of 62 teachers participated; three regional, Saturday GED workshops in which 69 teachers took part; and a one-day conference on the new GED examination.

Promotion and Public Relations

A major achievement during 1986-87 was the design of a comprehensive three-year promotion and public relations plan which prompted the following: (1) creation of a new identification symbol (logo) for adult education; (2) publication of recruitment posters and brochures for GED on ETV; (3) publication of a quarterly newsletter, Whistlestops; (4) development of window decals for literacy volunteers, literacy inserts for church bulletins, and wallet calendars for State Fair dissemination; (5) distribution of public service announcements statewide to radio and television stations; (6) participation in two national teleconferences; (7) submission of news articles to South Carolina Schools; and (8) development of a documentary, entitled "One in Five."

Other Activities

One of the most successful plans for recruiting and retraining basic education level adults was the establishment of 342 outreach centers that provided convenient access for adult students. A total of 72 centers were located in churches, and classes were successfully organized in National Guard armories, S. C. Department of Highways and Public Transportation maintenance shops, and in several industry centers. In addition, 212 full-time adult education centers operated during the day and evening.

Several new adult education programs were added in the workplace, along with computer-assisted instruction.

For the first time, the Department of Social Services Work Support Programs required eligible clients to improve their basic skill deficiencies in order to become self-sufficient. Adult Education cooperated with the Department of Social Services to provide basic and high school instruction.

Many instructional programs were converted to the lab concept, with an open-entry/open-exit operation, to provide more efficient and effective programming and to better serve all students.

Staff

Professional staff members were Dr. Dalton Ward, Staff Development and Community Education Coordinator; Doris Greene, Promotion and Public Relations Coordinator; Frank Hardin, Curriculum Coordinator; Elizabeth Sawyer, Reading Consultant; C. Ruth Byrd, Eugene D. Taylor, and David Green, area consultants.

Frank Hardin, Curriculum Coordinator, retired during FY 1987.

**Reading Campaign
7-Year Results**

	June 1981	June 1982	June 1983	June 1984	June 1985	June 1986	June 1987
No. of Students Registered	6,893	6,044	7,094	6,950	7,989	8,863	8,783
No. of Students Tutored	4,699	3,978	4,519	5,211	5,533	6,901	6,464
No. of Students Assigned Basic Classes	1,457	1,771	1,949	1,088	1,579	1,227	1,317
No. of ESL Students	663	513	535	576	469	514	486
No. of DSS Referrals	574	538	300	358	378	373	418
1. No. of DSS Referrals Tutored	290	175	123	139	107	144	237
2. No. of DSS Referrals Assigned Classes	229	161	115	144	77	214	122
No. of Volunteers Recruited	4,383	6,252	3,166	3,527	4,058	4,341	5,328
No. of Tutors Trained	2,347	1,517	1,740	1,821	1,653	1,962	2,561
No. of Tutor Training Workshops Held	151	137	145	141	145	143	172
No. of Community/Organizational Meetings Held	625	471	879	890	951	892	933
No. Attending Community/Organizational Meetings	14,909	13,370	15,587	18,212	19,918	19,793	21,256
No. of Hours Volunteers Tutored			133,183	163,215	199,775	229,185	236,419

**State Approving Section
Veterans Education
Ivan F. Guinn, Program Coordinator**

The number of courses currently approved by the State Approving Section and available to veterans and other eligible persons included 2,522 degree programs available in 112 institutions of higher learning and 552 diploma or certificate programs (primarily vocational) available in 284 schools. Additionally, there were 362 apprenticeship programs approved, while 640 other programs offered on-the-job training in 396 business and industrial establishments.

The State Approving Section also administered the Proprietary School Act, under which 368 programs were approved in 112 schools with a total enrollment of 16,716. Additionally, there were 21 new licenses issued, 106 licenses renewed, and 261 permits issued to representatives of proprietary schools.

Proprietary Education

Proprietary schools are those institutions owned by private corporations, sole proprietorships, and partnerships. In South Carolina, they remain a significant factor in postsecondary education.

The number of schools licensed under Act 405, the Proprietary School Act, increased from 107 to 112 as of June 30, 1987. Of this number, 85 were located in South Carolina and 27 were out of state.

Taxing Jurisdiction

One technical college requested approval for courses to be offered to eligible persons at a location outside the school's taxing jurisdiction. Even though these courses were offered within the school's service area, the Code of Federal Regulations 21.4251 requires that separate governmental entities (counties) provide support through their taxing abilities; therefore, the request was denied.

Evaluation/Planning

All programs were internally evaluated, resulting in the reassignment of some duties in order to accomplish program objectives more efficiently. Program evaluation also resulted in recommendations for revision of portions of the Proprietary School Act, its implementing regulations, and internal operating procedures. Approval of recommended changes to the act has been delayed in the House of Representatives, thereby delaying proposed regulatory changes.

Plans for FY 1987-88 to expand and improve programs include the continued preparation for implementation of the new GI Bill (Chapter 30 of Title 38), which will not have eligible recipients until July 1, 1988. Plans for expansion and improvement of existing programs will also include those for National Guardsmen and reservists affected by Title 10, USC, Chapter 106. Close coordination with the Office of the Adjutant General has improved the initial implementation of Chapter 10, USC, Chapter 106.

Staff Development and Training

Staff members participated in workshops at the national and state levels. Four staff in-service workshops were also held to discuss changes in VA regulations. Procedures for inspection, approval, and supervision of schools and job establishments were reviewed and recommended improvements were implemented. Additionally, the proprietary school operating procedures were reviewed and recommended changes were put into effect.

The section cosponsored workshops (with the Veterans Administration Regional Office) in Greenville, Charleston, and Columbia. Officials of colleges, universities, technical colleges, and business and vocational schools attended these workshops to learn what effects new legislation, regulations, and other changes will have on the approval process. Of the 112 schools offering programs of education for veterans, 63 were present at the sessions.

Congressional Actions/Effects

Congressional actions and the resulting effects in the veterans education field included the passage by Congress of a Bill which makes permanent the new GI Bill (Title 38, USC, Chapter 30) and discontinues the "VEAP" Veterans Education Assistance Program Title 38, USC, Chapter 32. Title 10, USC, Chapter 106, the GI Bill for National Guardsmen and reservists, was updated and its benefits liberalized by the United States Congress. Evaluation of standards of progress at institutions of higher learning continued.

There have been significant changes in the method of funding state approving agencies nationwide. These changes have resulted in severe cuts in SAA budgets during the last two fiscal years. These reductions have resulted from mandatory budget reductions placed on the VA by Congress. The effects on this office have been minimal because of fiscal restraint exercised and the availability of administrative allowances accumulated in previous budget years.

Staff

Professional staff members were Ivan F. Guinn, Chief Supervisor; Joseph V. Pendergrass, Proprietary School Supervisor; Fred W. Boynton and John J. Krause, area supervisors.

Schools and Enrollments

	Schools	Programs	Enrollments	Completions
In-state	85	280	12,258	9,185
Out-of-state	27	88	4,458	2,199
Totals	112	368	16,716	11,384

Veterans Education Summary of Visits June 1, 1986 - May 31, 1987

	Institutions	On-the-Job and Apprenticeship	Total
Inspection	43	113	156
Supervisory	89	118	207
VA Requests, Technical Assistance, and Miscellaneous	36	72	108
Totals	168	303	471

**Facilities - Enrollments - Completions ⁽¹⁾
Veterans Education**

Type of Training	Number of Facilities	Veterans Enrolled	Eligible Persons Enrolled	Total Enrollment	Veterans Completed	Eligible Persons Completed	Total Completed
Institutions of							
Higher Learning	112	3219	622	3,841	466	98	564
Flight	7	1	*	1	1	*	1
Secondary and							
Adult Education	72	9	6	15	2	3	5
Hospitals	9	1	0	1	1	0	1
Technical Education							
Colleges	22	3,824	443	4,267	477	50	527
Theological	8	74	4	78	10	0	10
Vocational	26	199	5	204	79	4	43
Cosmetology	30	12	20	32	5	11	19
Barbering	5	3	2	5	3	1	4
Commercial and							
Business	6	217	19	236	122	6	128
TOTALS	297	7,559	1,121	8,680	1,165	173	1,338
On-the-Job and							
Apprenticeship ⁽²⁾	396	352	2	354	207	1	208
GRAND TOTALS	693	7,911	1,123	9,034	1,372	174	1,546

*Not Eligible

**Actual Enrollment End of May 1987

⁽¹⁾Reported by Institutions

⁽²⁾State Approving Records

OFFICE OF INSTRUCTIONAL TECHNOLOGY
Clyde H. Green, Director

Major missions: development, acquisition, scheduling, and utilization of television and radio resources over the South Carolina ETV and Radio Network, and administration of computer-assisted instruction for public schools.

The office completed its fourth year of providing schools with services related to the instructional use of computers. Major achievements in this area included the preparation of a revised list of recommended computer software correlated to Basic Skills Assessment Program (BSAP) language arts, mathematics, and science objectives. The staff provided 62 workshops related to the use of computer-assisted instructional software. The staff also held 17 meetings with representatives of computer companies, distributors, and other agencies; participated in 25 conferences, seminars, and training activities; reviewed 72 district plans for critical teaching needs (CTN) grants; reviewed 17 applications for district-funded certificate renewal credit courses; and made presentations at six meetings and conferences.

The office participated in the first-year implementation activities for a multi-state software evaluation project with six other state departments of education. Project SEED (Software Evaluation Exchange Dissemination), developed under the auspices of the Southeastern Regional Council for Educational Improvement, will increase the number of quality software evaluations available to educators. The first set of 117 SEED software reviews or annotations were distributed in October to educators throughout the state. One hundred ten teachers, who were trained as SEED software evaluators, completed 243 reviews of software. Thirty-four software review annotations were completed for submission to SEED project headquarters for publication; they will be distributed to South Carolina schools, with those from the other six participating states, in the fall.

The fourth statewide school computer equipment survey, conducted in April 1987, indicated a 61 percent increase in the number of computers. The survey also showed that:

- The total number of computers in K-12 schools was 24,041, up from 14,959 last year;
- Major computer holdings were represented by Apple (61 percent), IBM (15 percent), Radio Shack (9 percent), Commodore (4 percent), and Texas Instruments (2 percent); and
- A total of 1,062 schools (or 96 percent) had computers.

The microcomputer lab at the South Carolina Educational Television Network and the five labs in the field offices continued to expand their holdings of computer hardware and software, publications, and computer plans from other states. The labs received 265 visits by educators for research and examination of BSAP-correlated software. A total of 57 computers and 922 individual software titles, representing 2,766 programs, were placed on semi-permanent loan in the six labs by manufacturers, publishers, and vendors.

Twelve 10-member curriculum committees each reviewed potential new ITV programs and evaluated existing ones. Recommendations were referred by each chairman to the State Advisory Committee, which met twice during the year. A curriculum coordinating committee within the Department provided advice to the office on programs to be broadcast for 1987-88; these findings were then presented to the State Board of Education for approval.

The 1986-87 school year was the twenty-eighth year in which ITV resources were available. During the year, 95 percent of the schools used ITV, representing a net gain of 11 schools using ITV; 81 percent of the students used ITV as a learning resource; 48 percent of the teachers utilized ITV; 1,051 schools had videotape recording equipment, representing a 7 percent increase; and, of the 17,488 sets owned by the schools, 17,806 teachers had use of 15,253 TV sets for instruction.

Phase I of the replacement system for closed-circuit service, Instructional Television Fixed Services (ITFS), was completed with 14 district distribution centers converted to ITFS. A total of 380 middle/secondary schools will be served by ITFS by the beginning of the 1987-88 school year.

To facilitate use of instructional radio, audiocassette copies of new staff development programs continued to be sent to taping centers and the State Audiovisual Library.

New ITV and radio staff development programs totaled 91 of 510, or 22 percent of total program hours.

Resource usage was promoted through four Instructional Technology newsletters, nine monthly "Update: Department Report" television programs, and special staff development programs for principals, teachers, and building coordinators.

Publications issued during the year included: ITV/Radio Resources Book, Instructional Audio Teachers Guide, ITV/Radio Resources in the Defined Minimum Program, Instructional Software BSAP Correlations for Language Arts, Mathematics, and Science, Grades 1-8 (May 1987), Instructional Technology Newsletter, Building Coordinator's Handbook, and teacher lesson guides for each ITV and radio series. A total of 51,811 teachers' lesson guides and 30,990 student guides were mailed to teachers during the year.

**Resource Development Section
Reta Richardson, Chief Supervisor**

This section directed its attention to the development and acquisition of television and radio resources. As a part of the process, visits were made to classrooms to observe how (1) resources were used, (2) programs from series in production were evaluated, (3) workshops were held, and (4) in-service programs were presented.

Television Resources

Eight series were deleted from the 1985-86 schedule and 19 were added, thus making available 193 series. These contained 3,602 individual lessons which, on a single telecast basis, represented 1,234.70 hours of instructional television available to South Carolina schools. Since each series was broadcast a number of times during the year, this was the most extensive instructional television schedule broadcast by any state educational network in the country.

Production was completed on "It's A Rainbow World," "Palmetto Special," "Making Government Work," and "Experiences in Music, Drama, and Dance." "Holiday Viewing/Christmas Specials," "The Shakespeare Plays," and "Draw Along" were revised. Fifteen programs in these series were produced at the SCETV Network under the direction of four ITV instructional specialists.

Nineteen series were acquired this year in the areas of language arts, foreign language, math, science, social studies, art, music, physical education, health and safety, vocational and career education, and computer-assisted instruction.

The staff evaluated eight programs from series in production with students and teachers in 27 classrooms and with advisory committees. Other evaluation techniques included sending scripts and completed ITV programs to teachers and college professors for review, and using programs to teach groups of students. Series under consideration for adoption were evaluated by more than 1,500 teachers, administrators, students, and ETV technical staff members. Curriculum advisory committees and the State Advisory Committee evaluated 1986-87 resources through committee meetings.

Section staff members conducted 16 workshops pertaining to a series in production or content area with over 488 teachers in attendance. Planning and production activities for 44 programs were coordinated for the Department's use in workshops and for telecasting over the ETV Network.

Radio Resources

A total of 52 radio series containing 961 programs and 258 hours of instruction were identified for adoption and broadcast during the school year on the South Carolina Educational Radio Network.

A total of 21 radio programs were also planned and produced for Department use in workshops and for broadcast over the Educational Radio Network.

The Resource Development Section continued training to acquire knowledge and expertise in the use of microcomputers for instruction.

Staff

Instructional specialists included Daniel H. Pipes (social studies), Dr. Sandra G. Thomas (social studies), Arletta Raley (music), and Jack Hanna (government). Jane Terpstra was the production specialist with this section from August to February and was followed by Thomas Shirk, who assumed the position in April.

Utilization Section

Robert W. Reese, Chief Supervisor

This section provided a wide variety of services to improve the use of ITV and radio resources and computer software and to expand television reception.

A total of 179 ITV in-services and 50 computer workshops were held. Ninety percent of all projected video machine operators were trained, and 93 percent of new building coordinators received orientation. Conferences with school administrators for the purpose of encouraging improved reception and use of resources totaled 318. An instructional audio service was provided to schools through cassette tapes from the state film library and the 14 ITFS (Instructional Television Fixed Services) distribution centers.

The state's schools were served by 11 educational television broadcast stations and the Instructional Television Fixed Services (ITFS) System. ITV was used by 491,356 pupils, 1,042 schools, and 17,806 teachers. The total series use was 2,870,422, a 12 percent gain over last year.

Seventy-five percent of the TV sets were color, and 98 percent of the schools had color sets, compared to 60 percent and 94 percent, respectively, in 1985-86. A total of 2,030 TV sets were purchased, a 13 percent increase over 1985-86.

Schools continued to purchase VTR/VCR's to improve local scheduling of ITV programs. An additional 986 VTR/VCR's were purchased, a 45 percent increase over last year.

Staff Development

Staff development programs consisted of 48 series and 96 single specials, comprising a total of 510 programs. Staff development resource descriptions and broadcast schedules were included as a section of The Resources Book to improve teacher awareness and use of these programs. Four educators received credit in ITV certificate renewal courses.

A total of five statewide interactive teleconferences were provided on topics of educational interest such as mathematics, law-related education, and the Constitution Bicentennial.

Professional Staff

Utilization consultants were Larry Armstrong, Rock Hill; Judy S. Brasington, Charleston; Audrey B. Eddy, Spartanburg; Nicholas V. Martin, Blackville; and Dorothy L. Owen, Florence.

OFFICE OF FEDERAL PROGRAMS
John L. Seurnyck, Director

Major mission: to ensure the proper and effective use of federal funds in the achievement of the objectives of each federal program.

The office consists of two administrative subunits, staffed by 16 professional and clerical personnel, and is responsible for state plan or application assurances and for other requirements imposed by each act and federal regulation for the Education Consolidation and Improvement Act (ECIA), Chapter 1 (Title I), Chapter 2 (Block Grant), and the National Diffusion Network (NDN). The office also oversees the operation and administration of the Education Improvement Act (EIA) Competitive Teacher and School Grant Programs. Specifically, the staff is engaged in planning, project administration, evaluation, dissemination, reporting, financial management, and those other activities associated with the administration of federal and state grant programs.

In addition to those staff members listed for the Basic Grant and Block Grant sections, Charles Statler served as Evaluation Specialist for the Office of Federal Programs.

Chapter 1 Basic Grant Section
Garlin A. Hicks, Chief Supervisor

During fiscal year 1986-87, South Carolina local education agencies were allocated \$47,254,856 in federal funds under Chapter 1 of the Education Consolidation and Improvement Act of 1981, for the purpose of financing educational programs for educationally deprived children. In addition to the 1986-87 Chapter 1 allocation, \$16,134,082 of the 1985-86 Chapter 1 allocation was available under carry-over authority, for a total of \$63,388,938. Project expenditures were approved in the amount of \$56,463,395, while uncommitted funds totalling \$6,925,543 will be available in 1987-88, as authorized under carry-over provisions.

As in past years, each district applying for funding developed activities which were designed to meet the most critical educational needs of educationally deprived children. Once again, reading was determined to be the most critical educational need. School districts expended \$18,437,271 for reading activities which served 33,424 students. Other activities, such as mathematics, preschool, and summer remedial programs and various support services, provided special compensatory assistance to 37,354 participating school-age children.

The tables which follow illustrate the nature and extent of Chapter 1 expenditures by school districts during the 1986-87 school year. The data were taken from approved project applications submitted by the local school districts.

Professional staff members included W. Walter King, Jr., James G. Smith, Jr., and Benjamin Hollis, project supervisors.

Chapter 1
Estimated Expenditures
(LEA's Only)

Funds Approved for Construction	Estimated Cost
Portable Units	\$24,000
Remodeling	0
Construction	0
State Total	\$24,000

Service Provided to Parents	Estimated Number		Estimated Cost	
	Regular	Summer	Regular	Summer
State Totals	9,147	0	\$138,077	\$0

Personnel to Receive In-service Training	Estimated Number		Estimated Cost	
	Regular	Summer	Regular	Summer
Teachers	1,165	8		
Aides	1,195	2		
Others	342	2		
State Totals	2,702	12	\$645,923	\$0

Chapter 1
Student Participation
(Estimated Unduplicated Count)

Public School Students	57,372
Nonpublic School Students	136
State Total	57,508

Chapter 1
FTE Positions Approved

Positions	Regular Term	Summer Term
Teachers		
Prekindergarten	31.00	0
Kindergarten	39.01	0
Elementary	811.25	32.00
Secondary	109.55	0
Teacher Aides	1,016.37	10.00
Supervision	76.11	0
Direction and Management (Administration)	48.94	.50
Counseling	1.00	0
Testing	2.60	0
Social Work	24.30	2.00
Attendance	7.10	0
Nurses	29.03	0
Clerical	86.29	0
Janitors	31.60	0
Bus Drivers	.40	8.00
PAC Coordinators	4.70	0
Other*	25.77	0
State Totals	2,345.02	52.50

*Materials Center Supervisor/Clerk/Distributor, Nurse's Aide, In-Class Programmer, Computer Operator, Parental Involvement Specialists, Parent Liaison, N&D Activity, Evaluator, Student Escort, Contact Worker, PAC Aide/Worker, Audiovisual Supervisor/Coordinator/Programmer, Media Coordinator/Technician, and Home-School Coordinator

Chapter 1
Estimated Expenditures
(for Regular and Summer School)

Budget Category	Salaries	Other	Total	Percentage of Total
Instruction	\$34,137,154	\$4,723,174	\$38,860,328	68.8239
Attendance/Social Work	533,181	94,445	627,626	1.1116
Health	469,746	303,239	772,985	1.3690
Other	59,169	13,365	72,534	.1285
Supervision of Special Programs	2,580,367	459,426	3,039,793	5.3837
Operation and Maintenance	20,813	676,899	697,712	1.2357
Pupil Transportation	7,761	16,778	24,539	.0435
Food Services	0	4,500	4,500	.0080
Community Services	1,095,513	217,614	1,313,127	2.3256
Fixed Charges	0	8,068,592	8,068,592	14.2900
Indirect Costs	0	957,969	957,969	1.6966
Equipment for Instruction	0	1,525,117	1,525,117	2.7011
Equipment--Other	0	167,433	167,433	.2965
Remodeling	0	0	0	0
Portable Units	0	24,000	24,000	.0425
Construction	0	0	0	0
Insurance and Judgments, Dues and Fees	0	307,140	307,140	.5440
State Totals	\$38,903,704	\$17,559,691	\$56,463,395	100.0000

Chapter 1
Estimated Expenditures
and Student Participants

Activity or Service	Number of Students		Estimated Cost	
	Regular	Summer	Regular	Summer
Instructional Activities				
English/Reading	32,000	425	\$18,417,639	\$19,631
English/Other Language Arts	4,171	0	2,692,538	0
Mathematics	26,398	441	14,948,920	21,041
Prekindergarten and Kindergarten	3,050	0	2,562,370	0
First Grade Readiness	2,400	0	1,640,299	3,680
Substitute Teachers	NA	NA	23,100	0
Neglected or Delinquent	188	0	108,064	0
Other Instructional Activities (readiness, grades 1, 2 and primary, mat'l. media spec.--reg. and high school tuition and 1st and 2nd readiness--summer)	1,353	352	604,433	18,568
State Totals	69,560	1,218	\$40,997,363	\$62,920
Support Services				
Attendance	10,400	1,026	\$574,802	\$4,100
Clothing	2,327	0	48,750	0
Food	597	0	21,000	0
Guidance Counseling	182	0	35,845	0
Health--Medical/Dental	21,771	0	789,480	0
Transportation	948	96	14,539	10,000
PAC	37,880	0	265,974	0
Evaluation	29,127	0	258,451	0
Other Support Services (media specialists, AV coord./specialists, extended school program parent asst.)	6,614	0	183,638	0
State Totals	109,846	1,122	\$2,192,479	\$14,100
Other Services (administration, maintenance and operation, fixed charges, indirect costs)	NA	NA	\$13,189,886	\$6,64
Total of Regular and Summer School Expenditures for State:				\$56,463,395

**FY 1987--Chapter 1 Funding
Allocated, Approved, and Carried-over**

Funding Area	Number Projects Approved	FY 1987 Allocation	FY 1986 Carry-over	FY 1987 Available	FY 1987 Approved	FY 1987 Carry-over
School Districts and Joint Projects						
(Low-income Children)	93	\$47,254,856	\$16,134,082	\$63,388,938	\$56,463,395	\$6,925,543
State-supported Agencies and LEA Transfers						
(Handicapped Children)	7	479,957	224,958	704,915	588,129	116,786
State-supported Agencies (Neglected and Delinquent Children)						
	3	672,747	304,891	977,638	712,266	265,372
School Districts (Migrant Children)						
	8	271,624	201,815	473,439	351,858	121,581
State Totals	111	\$48,679,184	\$16,865,746	\$65,544,930	\$58,115,648	\$7,429,282

Handicapped and Neglected or Delinquent

During fiscal year 1986-87, South Carolina received \$479,957 in federal funds under Chapter 1 of the Education Consolidation and Improvement Act of 1981, for the purpose of providing financial assistance to state agencies in funding programs designed to meet the special educational needs of institutionalized handicapped children. A total of \$672,747 was also allocated to meet the special educational needs of neglected or delinquent children in state institutions.

There were three state-supported agencies serving handicapped students that received Chapter 1 funds: Wil Lou Gray Opportunity School, S. C. School for the Deaf and Blind, and the Department of Mental Retardation. These three agencies provided 1,064 students in seven institutional schools with activities supplemental to those provided with state funds. In addition, students who transferred from state agency programs to local school districts shared in the funding. The transfer program served 19 students in four school districts at a cost of \$8,633, which was set aside from the total allocation.

The three state-operated agencies serving the neglected or delinquent student population were John de la Howe School, the Department of Youth Services, and the Department of Corrections. In 1986-87, there were 758 neglected or delinquent students served in nine institutional schools statewide. Some of these students were provided supplementary services in either a reading or math activity, while others were served in both subject areas. Support services, such as guidance counseling and library services, were also provided with Chapter 1 funds.

Migrant Education

During fiscal year 1986-87, South Carolina received \$271,624 in federal funds under Chapter 1 of the Education Consolidation and Improvement Act to meet the special needs of 1,305 migrant children. One intrastate program, located in Dillon County, served a total of 162 students and provided tutorial services in the basic skills.

Six interstate program centers, located in four school districts, served a total of 1,143 students and provided instruction from prekindergarten through grade 12 in the areas of reading, language arts, and mathematics, as well as enrichment in the areas of arts/crafts, music, physical education, and health. Twelve percent of the interstate children were non-English speaking; consequently, bilingual instructors and bilingual materials were provided to facilitate the instruction of these youngsters. Three districts which normally operate migrant centers in the northern area of the state did not do so this year because of crop failures caused by inclement weather.

Chapter 2 Block Grant Section Joseph C. Pate, Chief Supervisor

Chapter 2 of the Education Consolidation and Improvement Act of 1981 provided for the consolidation of 29 federal education programs into one block grant, for the purpose of transferring responsibility under the terms of this act from the federal government to state and local education agencies. The intention was to provide for more flexibility, less paperwork, and complete discretion as to how the funds are disbursed among the various program purposes at the local level.

During 1986-87, South Carolina received \$5,449,066. Ninety-two school districts, six state agencies, and one state-supported school participated in the Chapter 2 program. Decisions were made at the local level about how the funds were distributed among the following program purposes in each of the three subchapters of the block grant.

1. Basic Skills Development
 - Special Programs for Improving Basic Skills
2. Educational Improvement and Support Services
 - Instructional Materials and School Library Resources
 - Improvement in Local Educational Practices
 - Guidance, Counseling, and Testing
 - Strengthening Education Agency Management
 - Emergency School Aid Act
 - Teacher Corps Program
 - Teacher Center Program
 - National Science Foundation Science Teacher Training Program
3. Special Projects
 - Metric Education
 - Arts in Education
 - Preschool Partnership Program
 - Consumer Education
 - Youth Employment Education
 - Career Education
 - Environmental Education
 - Correction Education
 - Bio-medical Education
 - Community Education Program
 - Gifted and Talented Program
 - Educational Proficiency Standards
 - Safe School Program
 - Ethnic Heritage Program
 - Law-related Education
 - Health Education
 - Dissemination
 - Population Education
 - Follow Through Program
 - Citizenship Education

Under the provisions of the act, each recipient agency had absolute discretion in determining how the Chapter 2 funds were to be expended among the program purposes. In compliance with the act, recipient agencies involved all eligible private, nonprofit schools in making the determination of how funds were to be used.

The following is a breakdown of the activities funded in the 99 Chapter 2 projects.

Program Purpose

Instructional Materials and School Library Resources	82
Improvement in Local Educational Practices	41
Guidance, Counseling, and Testing	14
Gifted and Talented Program	2
Special Programs for Improving Basic Skills	8
Emergency School Aid Act	3
Arts in Education	3
Career Education	3
Teacher Center Programs	3
Education Proficiency Standards	2
Correction Education	1
Teacher Corps	1
Community Education	1
Total Activities	164

EIA Competitive Teacher and School Grants

The Education Improvement Act of 1984 established two competitive grant programs, one exclusively for teachers and one to impact on schools. Teacher grants were awarded to improve teaching practices and procedures and to develop exportable products for possible use by other teachers. Limited grants were available to package and disseminate exportable products developed by the classroom teachers from successful programs. School grants were funded to implement exemplary and innovative programs designed to improve instruction at the school level.

Two new programs were added during the FY 1986-87 school year. One hundred twenty thousand dollars was allocated for teacher science grants and \$110,000 for school grants in the science field.

During FY 1986-87, the following competitive grants were funded.

Teacher grants	112	\$200,000
Teacher science grants	65	\$119,395
Teacher dissemination grants	15	\$40,000
School grants	54	\$250,000
School science grants	24	\$109,123

Professional staff consisted of two project supervisors: Woody Lucas and Leon Temples.

National Diffusion Network State Facilitator Project

The National Diffusion Network (NDN) was established by the United States Congress in 1974 as a part of its program to identify successful educational practices and to encourage their spread to schools across the nation. The State Facilitator Project served as a link between South Carolina school districts and program developers. Major tasks included identifying programs which address school district program improvement or staff development needs, and providing assistance to school districts in the replication of identified programs.

One of the most effective methods for involving the school districts in NDN activities in South Carolina has been to provide direct contact between program developers and school district personnel. The strategy most often used for arranging this contact has been through awareness conferences and presentations at professional associations where program developers are brought to South Carolina to explain their programs. Last school year, 23 program developers were brought in to conduct awareness activities. Seven of these were in the state for the first time.

During the 1986-87 school year, most staff time was devoted to setting up training sessions for districts and providing the necessary follow-up assistance. Programs in reading, language arts, mathematics, science, health, substance abuse, computer literacy, computer-managed instruction, and study skills were brought into South Carolina and adopted in the past year. The adoption information for the last reporting period is summarized below:

Schools	495
Classrooms	3,249
Administrators trained	153
Teachers trained	1,261
Students participating	68,604

DIVISION OF ADMINISTRATION AND PLANNING
Robert R. Hill, Deputy Superintendent

LEGAL SERVICES
Dale C. Stuckey, Esq., Legal Counsel

Major missions: to provide legal advice and information to the State Superintendent, the State Board of Education, and staff of the Department of Education; and to provide policy and administrative support services to the Department of Education and State Board of Education.

The activities of this office included interpreting state and federal laws and judicial decisions in order to provide legal advice on issues which affect policies and operating procedures; conducting detailed legal research primarily in the areas of education and administrative law; drafting and reviewing Department of Education policies and State Board of Education regulations, policies, and rules of governance; maintaining and suggesting revisions to the Department's Policies and Procedures Handbook; assisting Department administrators and staff in interpreting policies and regulations; reviewing and drafting proposed legislation; reviewing and drafting contracts, final orders, and other legal documents; ensuring that Department staff and the State Board of Education comply with the procedural requirements of the Administrative Procedures Act for the promulgation of regulations; providing legal and legislative information to local school district administrators and other education officials; disseminating education-related Attorney General's Opinions and other school law-related information to local administrators; maintaining a close working relationship with designated staff of the Attorney General's office; and taking part in education-related workshops.

Publications included a 1986 revision to School Districts of South Carolina: Organization and Administration, the 1986 Cumulative Supplement to School Laws of South Carolina, and a revision of the Rules of Governance of the South Carolina State Board of Education.

Legal staff members included Garland P. McWhirter, Esq., Attorney; Laurah V. Shealy, Administrative Assistant and Policy Coordinator; and Natalie S. Brigman, Administrative Specialist.

OFFICE OF PUBLIC INFORMATION
Raymond L. Morton, Director

Major mission: to support the Office of State Superintendent of Education in the legally prescribed responsibility for keeping citizens informed about the progress and needs of public schools.

Throughout the year, the office assisted other Department offices with programs requiring public information support. Through news releases and media queries, the office was in daily contact with the state's news media.

The Public Information Office worked with the State Superintendent of Education and other Department offices in disseminating information regarding the implementation and evaluation of the Education Improvement Act of 1984. The Public Information Office staff developed the publication, Public Education in South Carolina--1979-87, A Period of Progress, 1987+, A Period of Challenge, which was distributed to members of the General Assembly and other key audiences as an update on public school progress.

The office staff developed and distributed news releases and special reports on State Board of Education actions and on meetings of various committees provided for in the EIA. The staff also developed and published "EIA--Year III," a comprehensive report on the accomplishments within the public education system during the third year of the Education Improvement Act.

Five editions of South Carolina Schools tabloid newspaper were published and distributed to selected audiences. Circulation averaged 42,000 and included all classroom teachers, districts administrators, school board members, legislators, and faculties in teacher training institutions.

The State Board of Education Action Report, a synopsis of board proceedings, was compiled after monthly board meetings and distributed to all local superintendents and board chairmen, as well as Department professional staff.

A Superintendent's Report was compiled and issued periodically to school administrators, state educators, legislators, and business and community leaders. The report provided information about recent actions of the State Board of Education and Department of Education and included a message from the State Superintendent.

The office coordinated the production of "Education's Report Card," a monthly Educational Television program focusing on the progress of the state's public schools.

In addition, the office designed and edited the South Carolina Vocational Education Journal, which is published twice a year.

The staff coordinated the State Teacher of the Year program. Beverly Varnado, an English teacher at Wando High School in Charleston, was selected 1987 State Teacher of the Year.

In conjunction with the Office of Research, the Public Information Office planned and conducted a series of five news media briefing sessions on the South Carolina High School Exit Exam. Those attending the sessions had the opportunity to take an abbreviated version of the exit exam and discuss the reasons for and potential impact of the test with Department staff members.

The office served as liaison between the State Superintendent of Education and public school principals in establishing the Give-a-Child-a-Book campaign. The office also assisted the State Superintendent in seeking support for the Adopt-a-Library campaign, designed to improve the quality and quantity of public school library holdings. The program sought to

heighten the awareness of reading for pleasure and to encourage parents, grandparents, friends, and neighbors to present books to children on appropriate occasions.

The office worked in conjunction with the South Carolina Council on Economic Education to provide news stories and photographs in support of a National Council on Economic Education annual meeting held in South Carolina.

Professional staff included Rob Harper, Assistant Director, and Brenda Gardner and Janice Larrymore, public information specialists.

OFFICE OF RESEARCH
Dr. Paul D. Sandifer, Director

Major missions:

1. Administration of the South Carolina Statewide Testing Program (STP);
2. Implementation of Act 631, the Basic Skills Assessment Program (BSAP) legislation;
3. Implementation of the testing and teacher observation components of Act 187, the educator improvement legislation;
4. Implementation of several components of the Education Improvement Act of 1984, including the science basic skills test, exit examination, remedial/compensatory program, and the early childhood program evaluation; and
5. Provision of pertinent information about education to Department managers, local school district personnel, the General Assembly, other state agencies, and the general public.

Educational Assessment Section
Dr. Vana H. Meredith-Dabney, Chief Supervisor
Dr. L. Lynne Mappus, Supervisor, Student Assessment Unit
Dr. John M. Finch, Supervisor, Technical Support Unit
Dr. Terence C. Janicki, Supervisor, Teacher Assessment Unit

One of the four primary responsibilities of the section was coordinating the statewide testing program, a standardized norm-referenced testing program conducted annually. The program provided a means of monitoring South Carolina student achievement in reading, spelling, language, mathematics, reference skills, social studies, and science. In the spring of 1987, the Comprehensive Tests of Basic Skills, Form U (CTBS/U) was administered for the fifth year.

Five regional workshops were conducted by the staff before testing and workshops were held after testing to assist district test coordinators in test administration procedures and in the interpretation and utilization of test results.

All 92 South Carolina school districts participated in the testing program at grades 4, 5, 7, 9, and 11, as required by the Education Finance Act of 1977. A total of 44,945 fourth graders, 42,830 fifth graders, 46,123 seventh graders, 50,386 ninth graders, and 38,670 eleventh graders were tested, with the results to be published in the South Carolina Statewide Testing Program 1986-87 Summary Report.

The second major responsibility of the section was conducting activities related to the implementation of the Basic Skills Assessment Program legislation. In accordance with the legislation, three major activities were accomplished during the year: (1) the eighth statewide administration of the readiness test to students entering the first grade, (2) the seventh statewide administration of criterion-referenced tests in grades 1, 2, 3, 6, and 8, and (3) the second statewide administration of the exit examination. As part of the statewide test administration, test items for future forms of the tests were fieldtested in grade 10.

The Cognitive Skills Assessment Battery, the first grade readiness test, was administered statewide to first grade students. Prior to the administration of the test, workshops were conducted to train district and school personnel in the test administration procedures. The videotape, "Ready, Set, Go: Training for Cognitive Skills Assessment Battery," was aired on closed-circuit ITV to assist districts with their training. Score reports were provided to districts to assist them in utilizing the results from the testing.

Prior to the spring 1987 administration of the basic skills tests in grades 1, 2, 3, 6, and 8 and the exit examination, pretest workshops were conducted in four regions to train district-level personnel in the administration procedures. Tests for grades 1, 2, and 3 were in the areas of reading and mathematics. Tests for grades 6 and 8 and the exit examination were in the areas of reading, writing, and mathematics. Prior to scoring grades 6 and 8 and the exit examination writing tests, three subcommittees of the Basic Skills Writing Committee selected model writing papers to be used in training scorers. Results of the April testing were shipped to districts in July. Additionally, a vertical equating study is being conducted in grades 1, 2, and 3, to determine the sensitivity of the tests.

The special reading study conducted by the Department was continued in grades 1, 2, 3, 6, and 8. Students who met the BSAP mathematics standard but did not meet the BSAP reading standard were the focus of the study. This study is being conducted by Dr. Joseph M. Ryan and Dr. Michael D. Rowls of the University of South Carolina in cooperation with the Educational Assessment Section and the Basic Skills Section, Office of General Education. The results of this study pinpointed specific areas of weakness in the reading instructional program using BSAP test data from 1981-1985. Drs. Ryan and Rowls presented the preliminary results of the study at the BSAP utilization workshops. The final draft of the study results are currently being reviewed by Department staff.

The third major responsibility assigned to the section involved the activities associated with the implementation of the Educator Improvement Act of 1979 (Act 187). In accordance with the legislation, five major activities were accomplished during the year: (1) the statewide administration of the Education Entrance Exam (EEE) to undergraduates in teacher training institutions and new vocational education teachers certified through the trades and industries process; (2) the statewide administration of the South Carolina Teacher Area Examinations (SCTAE); (3) the observation of all first-year teachers and student teachers, using the Assessments of Performance in Teaching (APT) instrument; (4) the provision of technical assistance related to evaluating, modifying, developing, and implementing teacher evaluation systems for annual and continuing contract teacher evaluation (ACCTE); and (5) the revalidation of National Teacher Examinations (NTE's) used for certification purposes.

The EEE test, required for admission to South Carolina teacher training programs and for certification of trades and industries teachers, was administered to a total of 2,588 examinees during fall and spring testing. A third administration of the EEE was conducted in June 1987. Test items were fieldtested for future forms of the EEE test.

The South Carolina Teaching Area Examinations (SCTAE), by law, must measure teacher competencies for certification purposes in those areas not measured by the National Teacher Examinations. Ten area examinations were administered to a total of 688 examinees during the summer, fall, and spring testing.

Another activity required under the Educator Improvement Act was the evaluation of the classroom performances of teachers. The Assessments of Performance in Teaching was used to evaluate 1,662 provisional and annual trades and industries contract teachers and 1,325 student teachers during the academic year. The training program for observers using the Assessments of Performance in Teaching was also continued. This program required each observer to participate in a reendorsement session and to obtain the established standard every three years in order to maintain an endorsed status. During the year, 1,150 participants were initially endorsed as observers and 712 observers were reendorsed.

Assistance was provided to districts involved in upgrading and refining their evaluation systems for ACCTE. Assistance included conducting regional workshops and numerous on-site visits. Additionally, work has begun on developing a technical assistance manual for school district personnel.

Under a contract with IOX Assessment Associates, revalidation studies were conducted for three National Teacher Examinations currently in use. Content review, job relevance, and

knowledge estimation panels, composed of representatives of districts and teacher training institutions, were convened to review each test. The results and recommended standards were compiled for submission to the State Board of Education. A validation study of the NTE Core Battery Test of Professional Knowledge was also conducted.

A fourth major activity assigned to the section involved activities related to the implementation of the Education Improvement Act of 1984. In accordance with the legislation, four activities were accomplished during the year: (1) the basic skills science fieldtest in grades 3, 6, and 8; (2) the administration of additional exit examination fieldtests; (3) the implementation of remedial/compensatory evaluation; and (4) the evaluation of the early childhood programs.

Science items were developed and reviewed by the BSAP Science Committee. A fieldtest of the items was conducted in April 1987 in grades 3, 6, and 8. In May, BSAP Science Objectives Implementation Workshops for district science liaisons and other science curriculum representatives were held to introduce the Preliminary Science Teaching & Testing Our Basic Skills Objectives (T&T) and provide information about other Department science implementation activities, such as elementary science leadership training institutes and textbook adoption. Copies of the Preliminary Science T&T were distributed during the summer of 1987 to each district for dissemination to each school.

Additional exit examination fieldtests were administered in April 1987, to all tenth graders, to eleventh and twelfth graders who took the examination last year and did not meet the standard on any one portion of the test, and to any eleventh graders who did not take the exam last year in South Carolina. The Exit Examination Standard Setting Committees were convened for the purpose of recommending standards for the reading and mathematics subtests. These standards were adopted by the State Board of Education in October 1986.

Evaluation of the 1985-86 EIA remedial/compensatory programs was completed, and the results were returned to school and district personnel. School compensatory programs which had average achievement gains of less than 1.0 NCE for both the 1984-85 and 1985-86 school years were identified. The list of these programs was communicated to the Basic Skills Section of the Office of General Education for process evaluation. Districts were offered opportunities for validation of the data used for the evaluation of program achievement gains. Planning for the 1986-87 evaluation included the development of refinements in the process of identifying district data in need of validation and in reporting evaluation results to schools and districts.

The evaluation of early childhood programs for four-year-olds continued through collection of data from the child development centers. The current evaluation plan requires the comparison of groups of students who attended the centers between 1983 and 1985 with equivalent groups of students who did not participate in the programs. In 1986, the grade 1 follow-up test data for students who attended the centers in 1983-84 and their comparison group were analyzed. The progress of the same students will be assessed when grade 2 data are available. The performance of the students who attended the centers in 1984 and their comparison group will also be analyzed in 1987. Prior to examination of the 1987 data, the analysis plan will be reviewed and refined.

Professional staff members included Terry L. Helsley, Dr. Patricia A. Brinlee, Dr. Jeanne R. Miyasaka, Dr. Lyn Zalusky Mueller, Joseph C. Saunders, III, Dr. M. Nadir Atash, Amelia B. Todd, Phoebe C. Winter, Dan L. Linton, Dr. E. Lynn Talton, Mary K. Thomas, David C. Potter, Lynn M. Burnett, Elizabeth A. Jones, Eugene Kennedy, Dr. Deborah A. Andrews, Roan A. Garcia-Quintana, Dr. Patricia Mohr, Sheila Graybeal, and Glenda Jones, education program specialists; and Carolyn L. Lowman, Pamala C. Johnson, and Philip C. Leaphart, research analysts. Serving as section consultants were Dr. Huynh Huynh, Dr. Joseph M. Ryan, and Dr. Michael D. Rowls of the University of South Carolina.

Management Information Section
Jo Ann Kerrey, Chief Supervisor

The major responsibility of the Management Information Section was to supply information about public education through the compilation and publication of pertinent studies, analyses, reports, and brochures. The staff transmitted information to users and promoted the accessibility and retrieval of information through responses to daily inquiries, participation in federal and national surveys and studies, and the provision of special analytical and statistical assistance. The staff also aided in developing information systems and data collection instruments which form the data base within the Department of Education.

During the past year, the section published the following sources of information: Pupils in South Carolina Schools, 1985-86; Teacher Salary Study, 1986-87; Rankings of the Counties and School Districts in South Carolina, 1985-86; Educational Trends in South Carolina, 1987; Births, Projected First Grade Enrollments, High School Graduates, and Number Entering College for the State and the Counties, 1986 through 1992; Annual Salary Study--Superintendents and Principals, 1986-87; Supplemental Salary Study--Selected School, District, and County Personnel, 1986-87; District and School Average Daily Membership Sizes Ranked in Order of Magnitude, Fall 1986; South Carolina Composite of School Calendars, 1986-87; South Carolina Calendar of State Activities Relating to Public Education, 1986-87; Education in South Carolina, Selected Facts, April 1987; Membership Distribution by Class Size, 1986-87; School District Profiles, 1987; Average Daily Membership by Grade and District, for the 15- 45-, and 135-day collection periods; the 180-Day Enrollment by Grade, Gender, and Ethnic Grouping, 1986-87; Summary of Enrollments in Private and Denominational Schools, 1986-87; 1985-86 Graduates of South Carolina High Schools Enrolled in College Freshman Courses--Those Passing, Failing, and Receiving No Credit--by High School and Subject Field; Number of Schools According to Type, 1986-87; Total Professional Staff by School District, 1986-87; Teacher Supply and Demand for South Carolina Public Schools, 1985-86; and How South Carolina Ranks (1986).

The section responded to approximately 1,500 inquiries which centered on future, current, and historical information regarding public education in South Carolina. The majority of the inquiries originated from persons within the state and varied in detail and length.

Through interfacing with federal and national groups, selected state and local data were integrated into data banks and publications for use throughout the United States. The comprehensive federal survey, entitled the Common Core of Data, the fast-response surveys on School Discipline, ECIA Chapter 1 Participation of Nonpublic School Students, and Substance Abuse Education (emanating from the Center for Education Statistics, U. S. Department of Education), the survey of Fall Membership (originating from the Bureau of the Census), and the survey on Estimates of School Statistics from the National Education Association were completed and delivered to the sponsoring agencies for widespread use in reporting, planning, and analysis.

Additional service activities included the analyses of data from special surveys and collections, the development of interactive computer models for distributing federal funds, the development of student projections for selected geographical areas, and the construction of various cost estimates due to revised standards or requirements for public education.

The section was also responsible for surveillance in the area of data collection within the Department. All data collection instruments directed to 10 or more respondents were reviewed in the developmental stages in order to reduce data redundancy and duplication and to ensure that the format, as well as the wording, were succinct and understandable. A total of 398 data collection instruments were included in the Annual Data Acquisition Summary, a published listing of all instruments proposed for use. During the school year, 31 new instruments needed by Department staff were developed with the assistance of the Management Information Section. In addition, 90 instruments were revised to reflect

changes in law, policy, and other requirements. The Data Acquisition Plan, designed to assist school district administrators in identifying and managing the emerging collection of instruments from the Department, was updated and disseminated to the local school districts.

Professional staff included James R. Felker, Jr. and Eunice C. Yu, education program specialists, and Sue H. Brigman, Mary Jo Ferriter, Susan C. Flanagan, Wayne L. Gunter, and Cynthia A. Hearn, data management and research analysts.

EDUCATIONAL DATA CENTER

Harold L. Cole, Director

Major missions: to provide data processing services to the Department of Education, the State Board for Technical and Comprehensive Education, 92 school districts, and 16 technical colleges in South Carolina; and to provide production support services (word processing, graphic design, and typesetting), as well as microcomputer support services to Department staff.

Operations and User Services Section

During 1986-87, a total of 222,955 tests from students in grades 4, 5, 7, 9, and 11 were scored for the statewide testing program (CTBS). The increased volume of test scoring resulted from the addition of the eleventh grade tests to the scoring process. Other data collection efforts, such as CSAB and the accreditation and school information systems (BEDS), were continued and enlarged.

With the introduction of an electronic link which utilizes telephone lines, the process initiated in 1986 for transmitting data between the agency's mainframe computer and district microcomputers was enhanced. District personnel were given the capability to communicate with the mainframe directly from their microcomputers, thereby gaining access to agency files such as teacher certification information. With the capacity to send and receive data in an electronic format, data from the CTBS testing program was available for analysis at the district and school levels--for the first time--within hours following the completion of the scoring process in Columbia.

To accommodate the increased scoring volume, as well as increases in other applications, the mainframe computer printers were upgraded. Agency terminal access to the mainframe increased by 25 percent during the year, while the remote access capacity was doubled to reduce delays encountered by districts calling the mainframe.

Staff members included Frank Carter, Data Processing Administrator; Leon Nelson and Ed Bankhead, computer operations managers; Debra S. Hipp, User Services Supervisor; and Laurin Oswald, Data Coordinator.

Systems Programming Section

This section was responsible for maintaining the mainframe systems software used by the Department of Education and the State Board for Technical and Comprehensive Education and for installing and testing all new mainframe systems software. This unit also continuously monitored system performance in order to achieve maximum system efficiency. The staff also evaluated present and future software and hardware needs.

Staff members included Richard T. Busby, Supervisor; and William W. Wild, Kevin Parris, and Sammy Odom, systems programmers.

Programming and Development Section

This section was responsible for designing computer systems, including on-line interactive systems. This involved designing and writing interactive computer programs for use by Department staff, developing user manuals, and training users.

Major projects included:

1. Automation of the Textbook General Ledger system, which allowed the Office of Textbooks to complete the automation of all components of the textbook inventory, thereby eliminating the time-consuming manual procedures of maintaining separate ledger accounts for all South Carolina public schools.
2. Design and development of an on-line Applicant Tracking system, which allowed the Office of Personnel to manage the 1,100 plus employment applications processed each year and to produce the compliance reports required annually by the federal government and the South Carolina Human Affairs Commission.
3. Design, development, and implementation of two systems for the Office of Leadership and School Improvement: the PET system, which automated the collection and organization of information on all participants in the Program for Effective Teaching, and the Training Attendance system, which automated the collection and organization of information on all participants in the leadership training seminars and provided for tracking of participants in need of up-to-date EIA credit.
4. Implementation of changes to the Leave Accounting system, which allowed the Office of Personnel to input all leave transactions into the system, using a terminal instead of scanner forms, and to eliminate the backlog of work created by the processing of scanner forms.
5. Modification to the Basic Educational Data System, the Department's major automated system for collecting school data required for state accreditation of public elementary and secondary schools.
6. Refinements to the on-line GED High School Equivalency system, which provided automated test scoring and production of state high school equivalency certificates.
7. Design and development of an on-line Student Teacher Education Program system, which provided automated tracking of students entering approved teacher education programs at 28 South Carolina colleges and universities.
8. Refinement of the on-line Teacher Certification system, for the purpose of maintaining records for approximately 100,000 certified teachers, including data pertaining to transcripts, test scores, and recertifications.
9. Education of programming and development staff in the use of microcomputers for developing personal computer software for school districts.
10. Development and implementation of the Course Approval system, designed to assist the Office of Teacher Education and Certification and the school district offices in advising teachers about certificate renewal.
11. Design and development of the Assessments of Performance in Teaching (APT) data system, which provided on-line record-keeping and reporting of information crucial to the success of the program.
12. Implementation of phases I and II of the Certification pilot project, which permitted 32 school districts to access teacher records on-line and provided district personnel with technical assistance relative to hardware and software applications.
13. Refinement of the on-line Aid to School Districts finance system, which improved fiscal and budgetary accounting for approximately \$300-million of local, state, and federal monies distributed to districts.

14. Refinement of the on-line Budgetary and Financial Accounting system, which provided accountability for approximately \$1.3-billion of state and federal funds disbursed annually by the Office of Finance.
15. Development and implementation of the on-line school lunch system, which automated the process for the federal reimbursement of school districts for lunch and breakfast programs.
16. Refinement of the on-line Education Finance Act system, designed to facilitate the distribution of approximately \$650-million of state funds to school districts.
17. Development and implementation of the on-line procurement system, which automated the purchasing process and record-keeping within the Office of Purchasing.
18. Enhancements to the Fixed Assets system, which were added to validate fixed assets records, improve file integrity, and produce reports with concise, pertinent information to aid in reconciling fixed assets to the Finance General Ledger; an automated change in inventory for a fiscal year was also implemented, and the design and development of a system for automating the reconciliation of fixed assets to the Finance General Ledger was initiated.
19. Modification to the Comprehensive Tests of Basic Skills system, which produced test results for 222,955 students in grades 4, 5, 7, 9, and 11.
20. Additions to the Comprehensive Tests of Basic Skills system, which provided normative data, based on the Tests of Cognitive Skills, for use in placing students in gifted and talented programs.
21. Development of an RFP, which allowed the Office of Personnel to purchase a complete payroll/personnel system to replace the Department's 15-year-old payroll system and to automate, for the first time, many personnel functions previously performed manually, such as payroll reconciliation with the Office of the Comptroller General.

Section staff were B. T. Jacobs, Data Processing Administrator; Marta Burgin, James Meetze, and Tom Olson, senior systems analysts; Joyce Nobles, Craig Hood, Patsy Phee, and Tim Reese, programmer-analysts; Dianeka Anderson, Susan Bell, Don Cope, Craig Fowler, Ken Haskins, Frank Purnell, Thesa Ross, Danny Twitty, Richard Varner, Kyle Cunningham, and Wesley Davis, computer programmers; Susie Peeples, Data Coordinator; and Gwendolyn Robinson, Secretary.

Information Processing Services Section

This section's major responsibilities included (1) providing word processing, typesetting, and graphics design services to agency personnel in the preparation of publications and audiovisual materials, and (2) coordinating all aspects of information processing network-related activities throughout the Department. A total of 146 major products were completed by section staff during the year, including the Directory of South Carolina Schools, the Annual Report of the State Superintendent of Education, and the Department of Education Publications and Audiovisuals Catalog.

The administration of the agency's information processing system, as well as the coordination of the acquisition of related technological capabilities, represented a major effort on the part of IPS staff. Network administration addressed word processing, records processing, electronic mailing, electronic filing, electronic laser printing, the transmission of electronically captured keystrokes to units with extensive typesetting capacities, and interactive communications (3270 emulation) and batch communications (2780/3780) with the agency's mainframe computer.

In mid-May, Information Processing Services was assigned the additional responsibility for providing technical support to the agency at large in the use of microcomputers for administrative applications. As a consequence of that action, IPS was restructured into two logical organizational units: Production Services and Technical Support Services. Initial efforts of the TSS unit were focused on identifying microcomputer networking strategies for the Department of Education, the end result of which is the anticipated installation of a pilot-phase network by January 1, 1988.

Section staff were Melinda Moren, Information Processing Coordinator; Bryan Rhoad and Jo McKune, information resources coordinators; John Robeson and Chris Blosser, graphic artists; Kathy Sprayberry, Word Processing Specialist; and Judy Levine, Administrative Support Specialist.

District Services Section

This section was charged with the responsibility for implementing the "Reduction in Paperwork" portion of the Education Improvement Act through the "Pathways Project." A total of 89 school districts have installed microcomputers, optical mark scanners, and Pathways software to address the paperwork problem. During the 1987-88 school year, all schools will have access to microcomputers and the associated software in order to address school administrative applications.

During the past year, training was offered to one coordinator from each school district as well as to one coordinator from each of approximately 500 schools. This training on computer concepts and Pathways software was administered by the technical college system. All schools will have the opportunity for training during the 1987-88 school year.

The Pathways software included student scheduling, attendance, South Carolina attendance reports, grade reporting, and discipline modules. During the early summer, a test-tracking module will be integrated into the Pathways software to address the BSAP and CTBS paperwork problem for school personnel. During the upcoming year, other software applications will be considered for implementation in order to reduce the paperwork burden on teachers.

Paul Smith, Data Processing Administrator, was section supervisor; Jack Hill, Charlie Studstill, Greg Whitehead, Judy Sedei, Joel Weinbach, and Tom Winterstein were consultants in the section.

OFFICE OF TEACHER EDUCATION AND CERTIFICATION
Dr. Elmer L. Knight, Director

Major mission: to administer statutory provisions and regulations of the State Board of Education and Department of Education governing the education and certification of teachers for the public schools of South Carolina.

The major thrust of the office centered around the continued implementation of those provisions of the 1984 Education Improvement Act (EIA) which addressed teacher certification and teacher education. State Board of Education policy and procedures for the alternative certification program for persons in critical needs teaching areas were revised following two pilot cycles. Math, science, and library science were designated as critical teaching areas for 1986-87. The Tuition Reimbursement Program was continued, with a second-year total reimbursement of \$578,420 disbursed among 3,109 teachers. The Office of Teacher Education and Certification provided technical assistance to the Commission on Higher Education in the revision of entrance requirements for admission to graduate programs in school administration and in the selection of the Centers of Excellence in institutions of higher education.

Office staff worked with the following representative committees charged with tasks related to certification or teacher education: the Teacher Recruitment, Training, and Certification Committee of the State Board; the Teacher Supply Coordinating Council, which studied teacher supply and demand; and the Teacher Education Council, which reviewed proposed changes in teacher education and certification. The Office of Teacher Education and Certification sponsored and coordinated the first annual higher education conference. The focus of the conference dealt with the specifics of the Program Approval Standards, which were passed by the Legislature in June 1986. The standards are scheduled for full implementation by 1989-90.

A systematic process for the review of situations regarding the potential revocation, suspension, or denial of teaching credentials was implemented through the State Board of Education. A pilot program was initiated in 1986 to gain more efficient utilization of certification data by providing districts direct access to certification files through computer terminals connected via telephone with the Department's mainframe computer.

Teacher Education Section
Dr. Tom Parks, Supervisor
Dr. Dianne Worthy, Supervisor

Primary responsibilities of the teacher education supervisors during the 1986-87 fiscal year included (1) coordination of committee activities in the development of new program approval standards, as mandated by the Education Improvement Act; (2) supervision of application and approval processes for in-service courses offering certificate renewal credit; (3) coordination of a state system of local certificate renewal plans utilizing a "point system" of credit; (4) interaction with the Commission on Higher Education; (5) technical assistance to colleges, universities, and public school districts on matters pertaining to teacher education; (6) coordination of a system of remuneration to cooperating teachers serving as supervisors of student teachers from private colleges and universities; and (7) supervision of the Critical Need Conditional Teacher Certification Program.

In the process of developing materials, policies, and procedures in accordance with the Education Improvement Act, the teacher education supervisors coordinated the appointment and activities of a number of developmental committees. They included (1) the glossary committee, responsible for developing a glossary of terms to accompany the revised standards; (2) the committee to weight the standards, responsible for developing a system for assigning relative weights signifying the comparative importance of each evidence indicator

in the revised standards; (3) the course-by-course committee, responsible for recommending approaches for phasing out the "course-by-course" route to certification and use of standards for approving graduate programs; and (4) the Professional Knowledge Examination committee, responsible for study, identification, and recommendation of an objective instrument to measure a program graduate's professional knowledge, as required by the revised standards.

A system for providing stipends to public school teachers who supervise student teachers from private institutions was maintained. In addition, in accordance with the provisions of Act 187, private institutions were reimbursed for expenses incurred in the training of observers and the evaluation of student teachers utilizing the Assessments of Performance in Teaching (APT) process.

A total of 283 applications for in-service courses were reviewed and processed for certificate renewal, providing certificate renewal credit for an estimated 7,087 teachers and other school personnel.

The Critical Need Conditional Teacher Certification Program was offered through contractual arrangements with Winthrop College. The four-week July 1986 institute was attended by 41 candidates who entered the program during the 1985-86 fiscal year. A total of 129 persons enrolled in the program during the 1986-87 fiscal year.

**Teacher Certification Section
James H. Turner, Supervisor**

Among those files maintained by the Teacher Certification Section, records indicated that 73,267 instructional and instructional support personnel held valid certificates. These individuals were certified in more than 142,000 areas of certification. Of these individuals, approximately 260 were issued critical need certificates in science, mathematics, or library science since the inception of the alternative certification program in 1984. During the 1987 fiscal year, approximately 3,300 initial teaching certificates were issued across the range of all certification areas. Additionally, more than 70,000 adjustments were made to update and/or upgrade existing certificates. Approximately 850 permits were requested by local school district superintendents and issued to certified teachers who qualified to teach out of certified field. At the request of local boards of trustees, 508 emergency or temporary credentials were reissued in 1986-87, in accordance with a proviso of the South Carolina General Assembly to fill vacancies which could not be filled with teachers holding valid certificates.

During 1986-87, the State Board of Education adopted and the South Carolina General Assembly approved revisions in certification requirements for business education areas, industrial technology, and secondary and general mathematics; new requirements were adopted and approved for generic special education and will become effective upon validation of the appropriate National Teacher Examination.

A pilot program was initiated with 10 school districts employing approximately 13,000 teachers; these districts assumed responsibility for advisement and course approvals related to certificate renewal for their respective certified personnel. The pilot program will be expanded in 1987-88 to include 23 additional school districts, including 14 districts which comprise a lower state consortium. Appropriate training of district and consortium personnel in the application of certificate renewal regulations and the on-line certification system has been completed.

DIVISION OF FINANCE AND OPERATIONS
Dr. Henry G. Hollingsworth, Jr., Deputy Superintendent

OFFICE OF FINANCE
Jack M. Parrish, Director

Major missions:

1. To provide accounting services for the Department.
2. To distribute state and federal funds.
3. To provide printing and mailing services for the Department.
4. To provide financial and technical assistance for school districts.
5. To audit the fiscal components of the Education Finance Act and the Education Improvement Act.
6. To develop the annual budget.

Accounting Section
Dan F. Chandler, Controller

The Accounting Section provided the overall accounting and budgeting functions for the Department. The responsibilities of this section included processing all vouchers, preparing the annual budget request, and maintaining all financial records for accountability. This section also maintained a central mail room and printshop.

The Accounting Section disbursed approximately \$1.3-billion during FY 1986-87. Included in this total was \$649,634,748 disbursed under the Education Finance Act, which included \$8,100,000 for teacher incentive, \$878,416 for the S. C. Department of Youth Services, \$197,106 for Felton Lab, \$160,000 for profoundly handicapped students, \$565,984 for the S. C. Department of Corrections, and \$144,846 for the S. C. School for the Deaf and Blind.

This section was also responsible for monitoring the pupil accounting system. The 135-day average daily membership was 610,050. The 135-day average daily attendance was 585,638. These figures include kindergarten through grade 12.

Auditing and Field Services
Henry R. Sweatman, Audit Manager

This section was responsible for auditing the fiscal compliance aspects of the Education Finance Act and the Education Improvement Act. The section also maintained the single audit concept under federal audit guidelines. During the fiscal year, 31 Education Finance Act and Education Improvement Act compliance audits were conducted, and 120 fiscal governmental audits were processed under the single audit guidelines.

In addition to its auditing responsibilities, this section was responsible for the design, maintenance, and support of the school districts' financial accounting system. The staff was also responsible for reviewing school district budgeting and year-end financial reports and for providing the compiled financial data to various users. Besides providing indirect cost agreements to the 92 school districts, the section provided technical assistance to local school districts and other officials in the areas of financial management and pupil accounting.

OFFICE OF SCHOOL PLANNING AND BUILDING
G. Stuart Clarkson, Director

Major missions:

1. To provide information and assistance to school districts for the planning and construction of school facilities.
2. To review plans and specifications for all new construction or major renovation projects to assure compliance with school laws, regulations, and applicable building codes.
3. To inspect school projects during and at the completion of construction for general compliance with applicable building codes and Department regulations.
4. To inspect school sites before purchase.
5. To recommend for approval to the State Board of Education the expenditure of federal and state funds, where applicable to building projects.

Preliminary plans on all projects were reviewed, in conferences with architects and district representatives, for overall design concept and code compliance. When requested by district representatives, Department of Education consultants reviewed projects for functional requirements.

Final plans and specifications were reviewed for compliance with approved preliminary submissions, as well as for compliance with school laws, regulations, and health and safety codes. Final reviews were coordinated with the Department of Health and Environmental Control, the Department of Highways and Public Transportation, and other consultants or agencies as necessary. The Insurance Division of General Services requested that plans and specifications no longer be submitted for review by their office.

Contract documents for all projects under construction were reviewed and recorded on the project files. The contract documents included project change orders covering any changes to plans and specifications previously approved.

Copies of the 1983 South Carolina School Facilities Planning and Construction Guide were distributed throughout the year to district personnel, architects, and engineers. The South Carolina School Atlas was updated. A file of changes and additions was maintained for use in future updates of the atlas.

During the year, the staff reviewed final plans for 205 projects and preliminary plans for 15 projects for which final plans were not received. They made 66 fire protection inspections, 113 occupancy inspections, 11 site inspections, and 83 advisory inspections of existing buildings, 22 of which were in conjunction with the Survey Section of the Department of Education. They also reviewed and recommended approval to the State Board of Education for the expenditure of state funds on 188 projects.

Plans, specifications, and material submittals were reviewed, but no approvals were given for new mobile classroom unit manufacturers.

Staff included James L. Tupper and Robert O. Mitchell, Jr., engineering associates; Blanche H. Howard, Executive Support Specialist; and Doris H. Taylor, Administrative Specialist.

**Permanent School Construction Program
1986-87**

Type Building	New Projects		Additions/Renovations		Total	
	No.	\$ Volume	No.	\$ Volume	No.	\$ Volume
Elementary	4	11,116,528	94	36,378,584	98	47,495,112
Middle	0	0	14	8,428,132	14	8,428,132
Jr. High	1	7,220,210	12	4,100,344	13	11,320,554
Sr. High	3	24,804,810	61	30,938,348	64	55,743,158
Vocational	0	0	6	525,493	6	525,493
Other*	5	2,100,045	17	4,501,749	22	6,601,794
Totals	13	45,241,593	204	**84,872,650	217	***130,114,243

* Includes administration, storage buildings, maintenance centers, etc.

** The dollar value for additions/renovations includes \$3,654,327 for 24 roofing projects.

*** This figure does not include funds used for repairs, maintenance, or minor renovation projects where architectural services were not required.

OFFICE OF TRANSPORTATION
Ralph M. Hendrix, Director

Major missions: to provide a safe, efficient, and economical transportation program for students eligible under state law, to train bus drivers, to perform preventive maintenance, and to promote safety.

The annual mileage and the average number transported daily, by program areas, follow:

	Students	Mileage
Regular School Program	366,538	45,803,755
Hazardous	11,898	283,128
Midday Kindergarten	24,428	5,412,735
Programs for the Handicapped	9,355	9,680,523
Subtotal	412,219	61,180,141

Transported to the following programs:

Vocational Classes	16,234	1,418,936
Gifted and Talented	2,801	218,796
Other Programs	5,143	341,727
Extracurricular		456,118
Summer Programs		305,101
Service Miles		420,876
Adult Drivers Returning Home		837,001
Totals	436,854	65,178,696

During the school year, a total of 5,963 buses were operated on regular routes. These buses were driven by 3,562 student drivers and 2,401 adults. Of the 5,320 regular buses, 1,621 ran two or more morning and afternoon trips.

Average Number Transported and Miles Traveled

	Transported Per Bus Per Day	Miles Per Bus Per Day
Regular Buses--Regular Programs	62.2	47.8
Regular Buses--All Programs		57.2
Handicapped Buses--Regular Programs	13.2	83.6
Handicapped Buses--All Programs		87.6

Of the regular buses, 2,253 buses were used to transport students to vocational, hazardous conditions, gifted and talented, midday kindergarten, and other programs.

An additional 643 state-owned vehicles transported students enrolled in programs for the handicapped. State contracts were issued for the transportation of 425 handicapped students in privately owned vehicles.

Maintenance-related Operations

A fifth maintenance specialist position was added in January 1987. A territorial realignment was made based on the location of maintenance specialists' residences, the number of shops, and the number of buses. As the result of an increase in personnel, the bus inspection program was given closer and persistent attention to ensure that inspections are being completed.

The installation of all underground diesel storage tanks was completed.

Twenty-one multifuel heaters were installed in 20 locations providing maximum heat output when supplied with clean, used crankcase oil or transmission fluid. This heating system will reduce disposal costs for waste oil and used transmission fluid and dramatically affect expenses for heating oil.

The updated warranty program enhanced the state's position through a five-year/100,000-mile coverage on all engines purchased and a three-year/unlimited miles coverage on Allison transmissions. Drive train warranty is now six years/50,000 miles. Maintenance costs will be minimal for new buses for three to five years because of the warranty programs.

The commitment the state made to dieselization (i.e., 100 percent purchase of diesel engines) will guarantee an increase in fuel mileage of at least 60 percent. The Office of Transportation has specified the steel-belted radial tire for all new buses, which most manufacturers agree will increase fuel mileage by 5 to 7 percent.

Safety standards on school buses were raised by the specification and installation of crossing gates and wide-angle mirrors on all new buses.

New procedures were adopted throughout the past year for payment of driver abuse and vandalism costs. The state will recover approximately \$150,000 from the various school districts to help defray losses in this area.

Bus Driver Training and Safety

During the 1986-87 school year, 9,053 prospective drivers enrolled in school bus driver training classes; 5,958 received certification.

A total of 943 accidents, each of which involved at least \$100 in property damage and personal injury, occurred during the year, which represented one accident per 69,118 miles. Bus drivers were at fault in 581 of the accidents, which was one accident for every 112,184 miles.

During School Bus Safety Week, September 21-27, each school district was furnished with posters and other material soliciting participation in this annual event.

Information was distributed to each school district for use in training students in emergency evacuation of school buses and in safe practices while riding buses.

The Office of Transportation continued to print the monthly newsletter, Safety Messenger, for distribution to all school districts.

Industrial safety meetings were held in each of the 44 school bus maintenance shops with all personnel. Topics of discussion were defensive driving and shop safety.

The driver training instructors attended a workshop on fuel conservation.

Personnel from the Office of Transportation and representatives from school districts attended a three-day conference of the South Carolina Association for Pupil Transportation in July 1986.

A committee, appointed by the State Superintendent of Education, reviewed the transportation study conducted by an independent consulting firm, MGT of America, Inc., of Tallahassee, Florida. Committee recommendations which were approved by the State Board of Education included increasing the minimum age of school bus drivers to 17 years.

In cooperation with the South Carolina Department of Highways and Public Transportation, Corporal George Blackwell served as a full-time coordinator of pupil transportation safety. He held meetings with approximately 7,700 school bus drivers in all school districts and addressed 23,300 students at assembly programs. Blackwell taught a two-hour class in school bus law at the patrol recruit training school. During the year he was a keynote speaker at civic clubs, PTO meetings, and the Youth Safety Conference.

Professional staff, in addition to Corporal Blackwell, included Cliff Nix, Assistant Director for Driver Training and Safety; Crawford Bookout, Assistant Director for Routing; and Joe Bales, Assistant Director for Maintenance.

OFFICE OF SCHOOL FOOD SERVICES
Vivian B. Pilant, Director

Major missions:

1. To administer federally funded child nutrition programs.
2. To promote quality food service and nutrition education for all children in South Carolina by monitoring and evaluating local programs and by providing the leadership, resources, and training to school districts.
3. To distribute USDA donated foods to authorized recipients on an equitable basis and, as necessary, provide available donated foods to support agencies administering emergency disaster relief operations.

This office was responsible for administering four federally funded programs, state administrative expense funds, and two state appropriations. The total federal contribution to the Office of School Food Services was \$83.9-million, including cash and commodities. This was \$1.2-million less than in 1985-86. Commodities decreased by \$1.45-million, while lunch contributions increased \$.1-million and breakfast contributions increased \$.3-million.

Federal Programs

National School Lunch Program

Every public school within the state (1,043 cafeteria units) participated. Approximately 76.2 million lunches, or .5 million fewer lunches than last year, were served to students, 52 percent of which were either free or reduced in price. Statewide average daily participation was 426,676. Participation was 70 percent of average daily membership, down 1.0 percent from 1985-86. Total federal reimbursement was \$56.6-million, an increase of \$.1-million over the preceding year.

School Breakfast Program

A total of 493 schools participated, or 19 more schools than during the previous year. Approximately 12.9 million breakfasts, or .1 million fewer breakfasts than last year, were served to students, 88 percent of which were either free or reduced in price. Statewide average daily participation was 71,823. Federal reimbursement totalled \$8.5-million, up from 1985-86 by \$.3-million.

Nutrition Education and Training Program

A total of \$54,869 was allocated to the state for nutrition education and training. In addition to the purchase of educational materials for a resource library and the funding of various training programs, FY 1987 funds helped sponsor a statewide training program for school food service personnel. Training in food service techniques and nutrition was provided to approximately 1,400 cafeteria operators through Project SIFT. Over 70 local district school food service supervisors and directors were also trained. A portion of the NETP funds was used to fund the position of training specialist on the state staff. The Red Cross nutrition course continued to be offered statewide to parents, teachers, and other community groups, with course materials available through the Office of School Food Services.

Food Distribution

South Carolina received 58 different types of U. S. Department of Agriculture donated foods during school year 1986-87, with a total value of approximately \$18.05-million (down \$1.45-million from 1985-86). User kitchens received 743,923 cases (down 1 percent from 1985-86) valued at \$16.7-million, and food processing contractors received foods valued at \$1.37-

million for the production of pizza, mayonnaise, ice cream, and salad dressings products for reduced cost sales to schools. In addition to the 1,043 public schools, other agencies participating in the donated foods program included 12 private and parochial schools, 18 residential child care institutions, 185 charitable institutions and correctional facilities, 63 child care centers, four nutrition programs for the elderly, 53 summer camps, and 10 summer feeding programs for children.

This was the fourth year for distributing donated foods through a network of commercial food distributors. Under this system, 632,915 cases were received, stored, and delivered to user kitchens in four regions, with concomitant costs ranging from \$1.17 to \$1.57 per case--for a statewide average of \$1.41. The balance of 111,008 cases was received by direct USDA shipment to three state agencies: the departments of Corrections, Mental Health, and Mental Retardation.

State Administrative Expense Funds

South Carolina received \$741,093 in SAE funds during fiscal year 1987, which were allocated on a formula basis by the U. S. Department of Agriculture to defray administrative costs of child nutrition programs. These funds were used for financial management, supervisory assistance, audits and reviews, commodity distribution, and training programs.

State Appropriations

School Food Service Supervisors' Salaries

A total of \$560,924 was appropriated for the payment of salaries to county supervisors at the rate of \$12,194 per supervisor per year.

School Lunch Program Aid

An appropriation of \$501,804 was divided among the county boards of education statewide, on the basis of the number of schools participating in the School Lunch Program in each county during the 1986-87 school year. These funds were used as an aid in improving the program and in facilitating the distribution of USDA commodities.

Other

All county and district supervisors attended a three-day work conference held in Columbia during May. In August, September, October, January, and February, statewide conferences were held in various areas of the state. Statewide telecasts were presented on free and reduced price meal applications, verification of eligibility for free meals, merchandising school lunches, self-service food programs, and batch cooking.

Staff

In addition to the director, the following staff members were responsible for administering the child nutrition program: Marcella Clark, Chief Supervisor, Food Service Audits and Special Services Section; Ann Aley and Wayne Covert, program specialists; David Cunningham, Chief Supervisor, Food Service Field Operations; Terry Keisler, Olindo Marseglia and Dot Secor, program specialists; James Sams, Chief Supervisor, Food Distribution; Ray C. McCutcheon and Craig Brooks, program specialists; and Gladys Fowler, Senior Accountant.

OFFICE OF TEXTBOOKS AND AUDIOVISUAL LIBRARY

Marshall E. Reeves, Director

Major missions: to purchase, warehouse, and distribute free basal text material in grades 1 through 12 and to provide instructional films for elementary, middle, and secondary schools.

The office consisted of two sections: the Textbook Section, which was responsible for all elements of the free textbook program, and the Audiovisual Library, which was responsible for processing film requests and distributing films.

Textbooks Section

Joseph S. Hill, Assistant Director

During the school year, \$11,589,000 was expended to purchase new textbooks for the state's free textbook program. Used books valued at \$3,845,000 were redistributed to the schools on a priority basis.

A contract is currently in effect with the Department of Corrections for the provision of textbook rebinding services at approximately 25 percent of the new book price.

Total value of state-owned textbooks in the schools was \$66,616,193 as of May 31, 1987. For inventory control purposes, eligibility records were maintained on 1,130 accounts to ensure compliance with state regulations. A total of 5,600 requisitions were checked for compliance with state regulations and shipped to the schools.

Audits of the school accounts generated \$635,000 in returns of unused books. New book returns were immediately credited to the state's new book account with the publishers, and used books were redistributed to the schools on a priority basis over new books. Special audits on selected accounts generate an average of \$40,000 in extra revenue for lost books each year.

Audiovisual Library Section

Leila Grace R. Cooper, Chief Supervisor

The audiovisual library filled 68 percent of the more than 88,000 requests for films/videocassettes during 1986-87. The 4,903 titles available were comprised of 4,414 in the 16mm format and 489 in VHF videocassette format. The majority of video offerings were in the area of foreign language.

The 1986 Educational 16mm Films and VHS Videocassettes Catalog, consisting of two parts (the 460-page subject area/series listings and the 200-page descriptive listing with descriptions of the films/VHS cassettes), was completed in October. This was furnished in loose-leaf form so that new listings and individual page updates could easily be added.

Special listings were developed, printed, and distributed as requests were received from schools and special interest groups. Textbook or unit correlations were compiled, as requested by users. Copies of complete teacher's guides were provided to those who wished to develop more complete resource units.

The chief supervisor and the media specialist attended and exhibited at several state media association meetings during the year.

Duplication of audiocassettes/reels of state-adopted foreign language texts and educational radio broadcasts continued to be in demand. Foreign language programs and masters (other than radio) were duplicated on 4,575 tapes of varying lengths. More than 1,148 educational radio programs were requested and duplicated.

The graphics staff (which offered services including the production of transparencies, posters, and other materials) conducted a January in-service day workshop for library/media specialists from Newberry County who produced individualized materials. Several persons who attended the workshop returned on later dates, as did teachers from other districts, to utilize services/equipment provided by the AV library staff.

Postal rates for film/VHS shipments did not change this fiscal year, and this service continued to be the most economical means for distributing films statewide.

A qualified evaluator was hired for several months to view older film titles to determine which titles should be withdrawn because of outdated content matter.

Refinements and enhancements to the on-line scheduling system developed by the Educational Data Center were incorporated near the end of the fiscal year.

OFFICE OF PERSONNEL
Carl J. Garris, Jr., Director

Major missions: to recruit, select, classify, and orient new employees; to administer employee benefits, including sick leave, annual leave, leave of absence, health, life, accident, and disability insurance programs, unemployment compensation, and retirement; and to administer employee relations, including performance appraisals, merit increments, discipline, counseling, and grievances.

The Office of Personnel was primarily involved in those tasks required to serve the Department's 1,200 permanent and temporary employees. These activities consumed the vast majority of the office's resources and staff time.

The office was responsible for carrying out the agency's policy of affirmative action, which assures equal opportunity in employment to all qualified persons, regardless of race, sex, religion, creed, handicap, disability, veteran status, national origin, or ancestry. It also coordinated disaster preparedness programs and conducted preretirement seminars for eligible employees and group orientation sessions for new employees. Eligible employees were advised concerning their accountability to the State Ethics Commission.

A major activity was implementation of two occupational studies which resulted in upward grade reallocations for more than 300 Department employees. Other personnel activities included implementation of a revised Employee Performance Management System (EPMS) containing success criteria. The Department also developed a new affirmative action plan which was approved by the Human Affairs Commission.

Personnel was responsible for payroll administration, as well as for budget preparation and execution for all personal services funds. A system of tight accounting control and timely management reporting enabled the Department to overcome an appropriated shortage exceeding \$600,000 in personal services funds without adverse impact on employees.

The office was also responsible for developing the Department's annual indirect cost plan, which was approved without modification for the fifth consecutive year. An exemption from indirect cost for Chapter 1 and Chapter 2 administration funds was successfully negotiated with the Governor's Office and the Joint Appropriations Review Committee.

In carrying out its responsibility for review and clearance of grants and contracts in conformity with Act 651 of 1978, as amended, the office successfully negotiated clearance of six state plans and 39 grants and contracts totaling \$163,884,834.

In handling facilities and space allocation, the staff negotiated a new three-year lease without an increase in cost for personnel housed at the Koger Executive Center.

The office automated employee benefits on an individual basis and implemented a new automated applicant tracking system.

OFFICE OF PURCHASING
Doug Hamrick, Director

Purchasing Section
John M. Cooper, Assistant Director

Major mission: to make all procurements for the South Carolina Department of Education.

The Office of Purchasing was established for the purpose of procuring all goods and services necessary for the operation of the Department of Education. Procurements during FY 1986-87 were made in the most efficient, cost effective manner possible within the guidelines of the South Carolina Consolidated Procurement Code. In addition, the Office of Purchasing maintained a small but well-stocked central supply room to meet the needs of Department of Education personnel. During FY 1986-87, the Office of Purchasing implemented a computerized purchase ordering system. The system was completely operational June 30, 1987.

Fixed Assets Section
Mike Garris, Fixed Assets Manager

Major mission: to maintain all records for land, buildings, improvements other than buildings, equipment, and vehicles owned by the Department of Education.

All fixed assets transactions during the fiscal year were posted in the appropriate subsidiary ledger maintained by the Fixed Assets Section.

During FY 1986-87, fixed assets financial schedules for FY 1985 and FY 1986 were prepared and submitted to the State Auditor's Office for verification.

DIVISION OF PUBLIC ACCOUNTABILITY
Dr. Robert W. Paskel, Deputy Superintendent
Dr. Diana J. Ashworth, Director

Major missions:

1. To plan and develop for implementation certain aspects of the Education Improvement Act of 1984 (EIA) related to principal and teacher incentive programs, principal evaluation, promotion policy, education foundation, and partnership programs.
2. To provide an annual assessment of the EIA for consideration by the Business-Education Partnership, the Committee on Financing Excellence in Public Education, and the General Assembly.
3. To establish a results management system to verify completion of tasks related to planning, development, and implementation of the EIA and to provide for procedures to ensure compliance and accountability.
4. To develop reports to document the implementation and accomplishments of the EIA.
5. To coordinate long-range planning activities of Department of Education and State Board of Education.

Teacher Incentive Program

The Education Improvement Act of 1984 provided for the establishment of a teacher incentive program to reward teachers who demonstrate superior performance and productivity. Specifically, the EIA development schedule called for the identification of no more than three teacher incentive program models during 1984-85 and the pilot testing of those models during 1985-86 and 1986-87.

The activity for this program during 1986-87 was to continue pilot testing. Acting upon the recommendations of the Teacher Incentive Program Advisory Committee, the participating pilot-test districts were identified by the State Board of Education as follows:

Bonus Model:	Aiken Florence 1 Richland 1 Spartanburg 7 York 3
Career Ladder Model:	Anderson 1 Fairfield Sumter 17
Campus/Individual Model:	Beaufort Greenwood 50 Greenville Orangeburg 5 a consortium of five districts in the Pee Dee Region

Staff from the selected districts underwent training in September 1986, to prepare them for implementation of the program models. In addition, a team of consultants from the University of South Carolina provided technical assistance to the pilot-test districts in the areas of performance evaluation and the assessment of student achievement. The result of this effort was two resource manuals which can be used by districts when implementing the teacher incentive program.

An evaluation of the pilot testing was conducted. Information from this study, as well as input from the Teacher Incentive Program Advisory Committee and the pilot-test project coordinators, was used to revise the three models for pilot testing in 1987-88.

State legislation designated 1987-88 as the year for statewide implementation of the teacher incentive program. In 1987, legislation was enacted to postpone statewide implementation until the General Assembly provides full funding. Both the House and Senate recommended a budget of approximately \$12 million for 1987-88. This funding level would be sufficient to support an expansion of the program to districts employing approximately 50 - 60 percent of the teachers in the state.

The consultant responsible for the teacher incentive program was Dr. David F. Harrison.

Principal Evaluation Program

The Education Improvement Act of 1984 mandated the development and statewide implementation of a principal evaluation program by the 1987-88 school year. Local school districts are to use the instrument, procedures, and standards adopted by the State Board of Education to evaluate the performance of school principals annually, and the Department of Education is to validate the evaluation of each principal at least once every four years. Principals who receive an unsatisfactory rating on the evaluation are required to complete a training program approved by the State Board of Education and conducted by the South Carolina Department of Education's Leadership Academy or the local school district.

During 1985-86, proposed statewide minimum performance standards were developed with the assistance of the Principal Evaluation Advisory Committee. Following an extensive review process, a provisional principal performance evaluation instrument was developed with the assistance of the advisory committee and approved by the State Board of Education for pilot testing in selected school districts.

In December 1985, the State Board of Education approved 21 school districts as pilot-test districts from which seven were selected to serve as pilot-test sites. Directors of vocational centers either located in these school districts or providing services also participated in the pilot test.

The purpose of the pilot test was to measure the appropriateness of the criteria and performance standards for evaluating principal performance and to determine the availability of the suggested data sources for validating performance. The pilot-testing phase was initiated in January 1986, with a general orientation and evaluation training session for all pilot-test site coordinators, followed by a similar training session conducted at each pilot-test site for all evaluators (supervisors) and principals participating in the pilot-testing phase. These sessions were conducted by the pilot-test site coordinators with the assistance of the Division of Public Accountability staff. The pilot-testing phase began in February 1986 and ended in April 1986.

The results of the pilot test indicated that the criteria, performance statements, and the suggested data sources were appropriate for evaluating school principals. Minor adjustments were made in wording and the provisional principal evaluation instrument was modified. The instrument, known as the Tentative Principal Performance Evaluation Instrument, was approved for fieldtesting by the Principal Evaluation Advisory Committee.

In June 1986, the State Board of Education approved this instrument and also approved fieldtesting procedures for the 1986-87 school year. The purpose of the fieldtest was to determine whether the instrument was valid, had maximum freedom from bias, and was documental. The fieldtest also assisted in identifying levels of performance, the adequacy of validation sources, and the appropriateness and measurability of the criteria and performance standards.

In July 1986, the State Board of Education approved 14 school districts to serve as fieldtest sites. In order to facilitate the implementation of the fieldtest, the districts were asked to designate individuals to serve as district coordinators. Persons who served as the principal's immediate supervisor were designated as evaluators and were responsible for evaluating principal performance.

In August 1986, the designated district coordinators and evaluators were required to participate in a three-day orientation and training workshop prior to the implementation of the fieldtest. The workshop was designed to provide participants with information prerequisite to understanding the elements and procedures of the principal evaluation program and the content of the Tentative Principal Performance Evaluation Instrument.

One session of the workshop provided information for use by the district coordinators in orienting principals and others to the evaluation program and the evaluation process. The training phase provided information to increase the evaluator's knowledge and skills in conducting the performance appraisal process. External consultants and Department of Education staff conducted the workshop. To ensure timely and efficient implementation and administration of the tentative evaluation instrument, the Department of Education also provided financial assistance.

Following fieldtest implementation, the Tentative Principal Performance Evaluation Instrument and its utilization were evaluated by a consortium of institutions (headed by the University of South Carolina) under contract to the Department of Education. This was the final phase in the development of procedures and the instrument for measuring principal performance as required by the Education Improvement Act of 1984. The results of the USC/Consortium study were presented to the Principal Evaluation Advisory Committee. The committee utilized this information as the basis for refining the instrument and recommending statewide implementation during the 1987-88 school year.

The consultant responsible for the principal evaluation program was Dr. Alfonso J. Evans.

Principal Incentive Program

The Education Improvement Act of 1984 provided for the establishment of a principal incentive program to reward school principals who demonstrate superior performance and productivity. The development schedule, as mandated by the EIA, called for the development of no more than three principal incentive program models during 1985-86 and pilot testing of those models in 1986-87.

District coordinators appointed by the principal incentive program pilot-test districts were trained in July 1986. Orientation training was provided to principals and other participants in August and September 1986. Following orientation, 74 percent of the principals in the nine pilot-test districts voluntarily chose to participate in the program. During the year, at least two technical assistance visits were made by the state program consultant to each district. Additionally, each district was visited by representatives of the state-level Principal Incentive Program Advisory Committee. Preliminary program and model revisions were developed as a result of a midyear program review meeting of the Principal Incentive Program Advisory Committee. District coordinators participated in this meeting.

MGT of America, Inc. was awarded a contract to evaluate the principal incentive program during the pilot-test year and to provide recommendations for improving program models. Recommendations contained in the evaluation report and the preliminary revisions developed earlier by the Principal Incentive Program Advisory Committee were used to formulate and develop recommended program and model changes for 1987-88. These program and model changes, approved by the Principal Incentive Program Advisory Committee, were submitted to the State Board of Education for approval in July 1987.

Original EIA legislation designated 1987-88 as the year for statewide implementation of the principal incentive program. In 1987, legislation was enacted to postpone statewide implementation until the General Assembly provides full funding. Both the House and the Senate recommended a budget of \$1-million for 1987-88. This funding level would be sufficient to support an expansion of the program to districts employing approximately 50 percent of the principals in the state. In May 1987, all districts in the state were invited to apply to become pilot-test districts.

The consultant responsible for the Principal Incentive Program was Dr. Alex Sergienko.

Business/Education Partnerships

The Education Improvement Act of 1984 contained a provision that called for the creation of more effective partnerships between public schools and the private sector. A goal of the Department of Education's partnership effort was to coordinate the development of business/education partnerships across the state by providing training to a leadership network of educators from the school districts.

Each of the district superintendents appointed an individual to participate in the leadership network and to coordinate the involvement of outside groups with their schools. (More than 50 of these individuals were hired specifically to assume responsibilities for school/community relations.) In addition, six individuals agreed to serve as regional coordinators and work with the Department of Education in conducting workshops and conferences and in producing resource materials. Also, the six regional coordinators provided or secured technical assistance at the requests of school districts in their respective regions.

A survey of the districts was conducted to determine (1) technical assistance needs, (2) areas which might serve as demonstration sites, and (3) data needed in order to measure statewide progress from 1984-85.

Based on a 100 percent return, the results revealed that significant progress has been made.

1. Sixty-nine local school boards have established a policy on business/education partnerships--a 165 percent increase from the initial year of EIA implementation.
2. A 74 percent increase from 1984-85 occurred in the number of school districts forming an adopt-a-school partnership; 61 districts are employing this approach.
3. A 299 percent increase occurred in the number of businesses participating in partnership activities by providing general resources and services to the school system; currently, approximately 3,000 businesses are reported to be involved.
4. Well over three-fourths (77 percent) of the school districts reciprocated the contributions of business with services/resources from the schools.
5. Eighty-four districts reported that membership on their school improvement councils included a business representative; 41 districts indicated that the councils are used as a mechanism for establishing formal partnerships.
6. More than one fourth of the districts (27 percent) reported that their business partners provide management training opportunities.

In addition to the leadership network of educators representing the school districts, a network of representatives from 12 major areas of South Carolina businesses continued to function. This network represents a cross section of the state's business community: banking, real estate, press, broadcasting, retail merchandising, chambers of commerce, state colleges and universities, federal/state agencies, electric utilities, telephone, hotels, insurance, retail

foods, and hospitals. The network was expanded during 1986-87 to include textile manufacturing and civic organizations.

The business network and the educator network were made aware of the interest and resources of each group through formal as well as informal meetings and the dissemination of printed information. A news memorandum was mailed bimonthly to the educators. Letters with pertinent reports, etc. were provided the business network as appropriate (e.g., summaries of business conducted by the two EIA Blue Ribbon Committees and their subcommittee).

The training package, developed for use during the first year of EIA implementation, was expanded to include the following items: a leaflet, titled "What Do Partners Do?"; a booklet containing descriptions of business/education partnerships (i.e., demonstration sites) operating in 14 school districts across the state; a resource guide containing information on partnership activity with a listing of contact persons by school district; a booklet, titled "Perfecting the Partnership--Effective Use of Trips and Speakers"; and a recruitment brochure for use with business audiences. Also, a monograph, titled "How To Start a School/Business Partnership" and a report, "Partners in Education," were included. The materials were formally presented at the third annual "Building Excellence Through Partnerships in Education" state conference held in May 1987.

Additional training in the development of business/education partnerships was offered through workshops in the six regions during the school year. Training was also offered on a regional basis to principals and was coordinated with the Leadership Academy, Department of Education. Training for local school board members was coordinated with the South Carolina School Boards Association.

A state committee on private sector initiatives was established to offer input to the Department of Education's partnership program and to assist in a statewide effort to bring private sector leaders into the public school classrooms. A statewide business/education symposium was held in fall 1986. Governor Riley and State Superintendent Williams addressed the gathering of business leaders on the status of educational reform.

The consultant responsible for directing the statewide efforts in business/education partnerships was Ellen T. Hayden.

Public Education Foundation

The Education Improvement Act of 1984 contained a provision that called for the State Board of Education to encourage businesses and their organizations to initiate a public education foundation. Accordingly, the State Board of Education prescribed the establishment of a standing committee of the state's business and education leaders to initiate a plan for creating the nonprofit organization. The purpose of the public education foundation is to fund exemplary and innovative projects which support improvement in the public schools.

Coordinating meetings with Department of Education staff, the private sector standing committee first convened in December 1984 and outlined the legal requirements, assembled a list of candidates for service on the board of directors, and drafted bylaws and articles.

In accordance with the direction of the standing committee, two individuals (Lawrence Gressette, President of the SCANA Corporation and Robert Selman, President of the Keenan Company) were asked to serve as temporary custodians until a full board of directors could be established. Legal services were volunteered by Lewis, Lewis, Bruce, and Truslow.

In November 1985, the private sector standing committee met with an informal committee of South Carolina citizens interested in establishing a broad-based community foundation for the state. The ultimate consensus was to join efforts in establishing the South Carolina Foundation for Excellence. Public education was identified as the initial priority for the

foundation. Written into the revised bylaws was a provision calling for a set percentage of unrestricted gifts to be set aside in perpetuity for public education.

In November 1986, the private sector standing committee retracted the decision to establish a broad-based community foundation and began anew the organizational procedures for establishing a public education foundation. The standing committee was expanded to study the bylaws, assemble a final board of directors, and secure a chairman.

Legally, the South Carolina Public Education Foundation will operate apart from the Department of Education. A targeted date for establishment of the foundation has not been determined, pending the completion of the activities being undertaken by the expanded private sector standing committee.

The consultant responsible for the coordination of the Department of Education's activities associated with the private sector committee for the foundation was Ellen T. Hayden.

Community Involvement

The Education Improvement Act of 1984 contained a provision to adopt policies and procedures to expand school volunteer programs and to encourage civic and professional organizations to participate in local Adopt-a-School programs.

A state task force of eight school district volunteer coordinators, established by the State Superintendent in January 1985, continued its efforts to promote a regional network through which district community involvement staff persons could share resources and expertise.

This task force assisted in the development of an agenda for the "State Symposium on School Volunteer Programs" held in October 1986. Task force members served as moderators for four panels on Creative Involvement of School Volunteers, Special Volunteer Programs To Build Student Self-Esteem, Civic Group Volunteer Programs, and Why Do Senior Citizens Get Involved? The task force also worked with a similar committee of five district business partnership coordinators to present six regional meetings for school district partnership/school volunteer program coordinators. These meetings took place from November 1986 through January 1987.

An in-service course consisting of 15 three-hour segments on the creative involvement of volunteers in the school program is scheduled for printing in July 1987. The course will be accompanied by 11 videotape segments.

A third annual conference, entitled "Building Excellence Through Partnerships in Education," was held in May 1987. Featured presentations focused on the school volunteer program, parent involvement, and business partnerships in education.

A state awards program to recognize businesses, industries, civic groups, and individuals contributing most significantly to public education was mandated by the Education Improvement Act. The second annual awards ceremony was held as part of the State Board of Education meeting in January 1987.

The consultant responsible for directing the statewide efforts related to community involvement programs and the state awards program was M. Eilene Folger.

Promotion Policy

The Education Improvement Act of 1984, as amended, provided for the establishment of criteria (by January 1, 1986) for the promotion of students to the next higher grade. An advisory committee was established in August 1985, by the State Superintendent of Education, to advise on the development of such criteria. The criteria and promotion standards, as developed by the committee, were approved by the State Board of Education in

December 1985. Extensive review of the promotion criteria and proposed regulation by regional and state EIA Implementation Councils and the Select Committee took place during February 1986. A finalized regulation was submitted to the State Board of Education and promulgated in May 1986. In order to implement a statewide promotion policy for school year 1986-87 an emergency regulation was passed by the State Board of Education in September 1986 and renewed again in November 1986. The promotion regulation was published as final in the State Register in April 1987 and reported as such to the State Board of Education in May.

Under this regulation, promotion in grades 1 through 8 is based on student competency in the separate areas of reading and mathematics. In determining this competency, 25 percent is based on a set score on BSAP (grades 1, 2, 3, 6, and 8) and CTBS (grades 4, 5, and 7). Appropriate cut-off scores for these tests were approved by the State Board of Education in July 1986. The remaining 75 percent of the determination consists of criteria established by the local district. Of this 100 percent, a total of 70 percent in each area must be achieved for promotion. In grades 9 through 12, promotion is based on local district standards (usually number of units).

A statewide workshop for district personnel was held in November 1986, to provide further clarification of the promotion regulation and to assist districts in the development of their policies. A deadline date of January 15, 1987, was set for the submission of district promotion policies to the Division of Public Accountability for review and filing.

In order to clarify selected points in the promotion regulation, a "Statement of Interpretation" was prepared by the Department in March 1987 and presented to the regional and state advisory councils for review during April. An Attorney General's opinion was requested based on this statement. This opinion was received and distributed to district superintendents in May 1987.

An annual report prepared by the Department of Education (Division of Public Accountability) on the number of students promoted to the next higher grade who have failed the STP standard will be presented to the State Board of Education, the General Assembly, and the Select Committee in fall 1987. This information should be received from the districts by August 1987.

The consultant responsible for promotion policy development was Patricia E. Kinsey.

Assessment

The Assessment Unit was responsible for the annual assessment of the Education Improvement Act of 1984. According to mandate, this assessment is presented by the State Board of Education to the General Assembly by December 1 of each year.

The assessment report presented an analysis of information in six areas emphasized in the legislation as being important to improving education: student academic achievement, services to special students, services to school personnel, school conditions, community involvement, and public confidence. An examination of several indicators in each of these six areas allowed for the identification of trends and changes in the education system and further provided information which can indicate whether the proposed benefits of the EIA are being realized.

Both short- and long-range indicators were used to provide intermediate information on the progress of the legislation, as well as in-depth data on programs. Since many of the act's programs are being phased in, full assessment of these early reports is limited.

The Assessment Unit produced the 1986 annual assessment report, "What Is the Penny Buying for South Carolina?" along with a four-page brochure which contained highlights of the full report. The full report was provided to members of the General Assembly, the blue

ribbon committees, district superintendents, school principals, and local school board chairpersons. The four-page brochure was placed on the legislators' desks early in the 1987 session and was also provided to School Improvement Council members across the state, school principals, blue ribbon committees, local school board members, and other individuals known for their interest in education and their ability to shape opinions. The brochure was also used by the State Development Board and the Chamber of Commerce for the purpose of promoting business in South Carolina. A total of 1,800 reports and 9,000 brochures were disseminated to a varied audience throughout the state.

The supervisor responsible for the assessment of the Education Improvement Act was Ellen M. Still.

Education Improvement Act Monitoring

The Results Management System, developed in 1984 to document compliance with the provisions of the Education Improvement Act, continued to serve as the official validation instrument of the Division of Public Accountability in 1986-87. The system provided background information when available and monitored passage of pertinent regulations by the State Board of Education through the General Assembly. The implementation of provisions of the EIA that were applicable in fiscal or school year 1986-87 were outlined and recorded. Monitoring of several provisions still in the developmental stage will continue into 1987-88 and beyond. A report on the Results Management System was presented to the joint subcommittee of the blue ribbon committees in October 1986.

Periodic reports pertaining to the implementation of the EIA were produced in various forms. The Internal Management Document was the primary reference guide to the Department of Education's plans for carrying out the provisions of the Education Improvement Act. This publication was presented to the State Board of Education in May 1987. The dissemination of this document provided Department of Education office directors, the State Board of Education, and the State Superintendent a detailed view of the status of provisions of the Education Improvement Act in 1985-86.

The Internal Management Document is currently being updated to reflect activities that took place throughout the 1986-87 fiscal year. Special attention is focused upon those provisions of the act that require phase in and further development. The Results Management System is being refined for use during the next fiscal year. Additionally, particular attention is being paid to the fulfillment of other state agency responsibilities as specified by the Education Improvement Act.

The research analyst responsible for EIA monitoring was Donna D. King.

Planning

In February 1986, the State Board of Education received a status report on the State Board's Five-Year Plan (known as the "Twelve Priorities"), which was adopted in July 1981. As a result of this report, a comprehensive assessment of educational needs was initiated in August 1986. The report was designed to look at these issues:

1. For each of the areas identified by the State Board of Education in the three previous long-range plans, what is the current status as compared to the original status? Do needs still exist in these areas?
2. What do representatives from the following groups perceive to be forthcoming issues related to the educational system and educational program needs over the next five years? (business leaders, educators, legislators)

3. What educational issues are emerging at the national and regional level that might affect the state's educational system over the next five years?
4. What is the evidence of student performance?

An historical document was developed to address the comparative analysis of the three previous long-range plans of the Board. Each item included the historical basis, original status, and current status of the issue.

Representatives of the business, education, and legislative communities were questioned about priority issues for South Carolina over the next five years. The Delphi survey technique was used. Priority issues and trends in the field of education were assimilated through a research of current educational periodicals and books, as well as major reports.

In order to demonstrate academic progress achieved by South Carolina students, Department of Education reports based on state and national data were summarized.

The needs assessment study was presented to the State Board of Education in May 1987. A new five-year plan is currently under consideration by the Board.

The remainder of the planning activities within the Division of Public Accountability during 1986-87 related to the development of documents and reports which analyzed the provisions of the Education Improvement Act of 1984. Examples of these materials are the EIA Reference Notebook (updated each year with permanent and temporary provisos) and the EIA of 1984, as Amended (full text of the EIA with new provisions incorporated and explained). Approximately 600 copies of this publication were distributed to the State Board of Education, House and Senate Education Committees, district superintendents, Department personnel, and upon request.

Other responsibilities in the planning area focused on the development and monitoring of the division's management plans and the monthly coordination of the development of State Board of Education materials for the division.

The consultants responsible for planning services were Dr. Linda Hodgin and Patricia E. Kinsey.

STATISTICAL SECTION

TABLE 1
SOUTH CAROLINA PUPIL ACCOUNTING DATA K-12

1986-87							
COUNTIES	135-DAY AVERAGE DAILY ATTENDANCE	135-DAY AVERAGE DAILY MEMBERSHIP	35-DAY ENROLLMENT	COUNTIES	135-DAY AVERAGE DAILY ATTENDANCE	135-DAY AVERAGE DAILY MEMBERSHIP	35-DAY ENROLLMENT
Abbeville	3,822.73	3,941.21	3,969	Jasper	2,715.33	2,827.09	2,935
Aiken	21,659.87	22,563.69	23,258	Kershaw	8,526.39	8,864.75	9,056
Allendale	2,319.11	2,392.75	2,456	Lancaster	10,472.40	10,886.91	11,063
Anderson				Laurens			
District 1	5,495.37	5,707.94	5,856	District 55	5,278.07	5,497.52	5,517
District 2	3,441.19	3,569.30	3,564	District 56	3,562.87	3,716.88	3,773
District 3	2,325.60	2,434.64	2,462		8,840.94	9,214.40	9,290
District 4	2,308.12	2,491.42	2,481	Lee	3,454.33	3,572.17	3,633
District 5	10,361.42	10,768.65	11,050	Lexington			
	24,011.70	24,971.95	25,413	District 1	9,324.98	9,726.84	9,967
Bamberg				District 2	9,604.81	10,075.14	10,322
District 1	1,860.79	1,916.11	1,932	District 3	2,200.01	2,281.95	2,212
District 2	1,504.77	1,562.30	1,580	District 4	1,754.91	1,844.00	1,924
	3,365.56	3,478.41	3,512	District 5	10,662.33	11,028.27	11,342
Barnwell					33,547.04	34,956.20	35,767
District 19	1,155.41	1,193.48	1,217	McCormick	1,554.07	1,610.47	1,656
District 29	1,002.67	1,039.11	1,064	Marion			
District 45	2,350.41	2,434.51	2,500	District 1	3,296.07	3,411.09	3,468
	4,508.49	4,667.10	4,781	District 2	2,811.79	2,939.10	3,011
Beaufort	10,544.13	11,015.17	11,601	District 3	680.96	706.17	711
Berkeley	24,739.10	25,635.39	26,752	District 4	574.10	591.48	597
Calhoun	1,868.08	1,933.25	1,964		7,362.92	7,647.75	7,787
Charleston	40,058.67	41,848.78	43,175	Marlboro	6,274.63	6,530.17	6,695
Cherokee	8,330.10	8,659.45	8,777	Hewberry	6,123.46	6,366.14	6,435
Chester	6,471.46	6,792.82	6,867	Oconee	9,785.67	10,164.46	10,351
Chesterfield	7,633.64	7,910.53	8,112	Orangeburg			
Clarendon				District 1	1,071.82	1,106.42	1,119
District 1	1,266.07	1,319.73	1,346	District 2	798.40	820.51	859
District 2	3,220.95	3,330.16	3,393	District 3	3,156.47	3,252.30	3,371
District 3	1,282.90	1,336.45	1,353	District 4	1,686.68	1,755.30	1,777
	5,769.92	5,986.34	6,092	District 5	6,058.13	6,299.72	6,455
Colleton	6,332.99	6,621.07	6,806	District 6	835.50	868.49	889
				District 7	836.53	861.70	867
				District 8	564.87	575.29	588
					15,008.40	15,539.73	15,925

Darlington	12,417.61	12,968.21	13,239	Pickens	13,693.26	14,280.93	14,664
Dillon				Richland			
District 1	1,044.01	1,074.32	1,080	District 1	26,327.23	27,505.48	28,282
District 2	4,358.33	4,580.59	4,679	District 2	11,081.30	11,506.84	11,919
District 3	1,605.84	1,672.59	1,714		37,408.53	39,012.32	40,201
	7,008.18	7,327.50	7,473	Saluda	2,253.08	2,320.22	2,354
Dorchester				Spartanburg			
District 1	1,532.71	1,575.71	1,594	District 1	3,655.40	3,796.66	3,371
District 2	11,399.21	11,902.07	12,486	District 2	6,169.41	6,460.58	6,578
District 3	951.42	983.37	986	District 3	3,129.03	3,270.35	3,267
	13,883.34	14,461.15	15,066	District 4	2,337.26	2,440.39	2,480
Edgefield	3,625.40	3,747.78	3,783	District 5	4,040.83	4,226.85	4,317
Fairfield	4,157.24	4,317.55	4,266	District 6	7,234.54	7,540.50	7,733
Florence				District 7	9,493.12	9,981.58	10,151
District 1	13,676.87	14,271.65	14,598		36,059.59	37,716.91	38,397
District 2	1,348.53	1,388.56	1,385	Sumter			
District 3	4,304.75	4,519.34	4,656	District 2	8,273.12	8,587.82	9,010
District 4	1,371.63	1,424.50	1,430	District 17	8,699.54	8,990.89	9,245
District 5	1,293.24	1,343.95	1,365		16,972.66	17,578.71	18,255
	21,995.02	22,948.00	23,434	Union	5,624.27	5,823.38	5,954
Georgetown	9,807.83	10,193.69	10,381	Williamsburg	7,666.12	7,997.33	8,051
Greenville	48,188.61	50,318.85	52,036	York			
Greenwood				District 1	3,699.07	3,884.76	4,014
District 50	8,392.19	8,727.07	8,947	District 2	2,882.86	3,008.55	3,124
District 51	1,132.84	1,180.29	1,196	District 3	11,910.13	12,502.45	12,823
District 52	1,412.01	1,458.80	1,461	District 4	2,839.56	2,992.07	3,125
	10,937.04	11,366.16	11,604		21,331.62	22,387.83	23,086
Hampton				Felton Lab	286.69	292.86	290
District 1	2,732.15	2,830.33	2,873	Youth Services	586.39	613.78	664
District 2	1,503.04	1,554.35	1,556	Palmetto Unified	333.01	380.36	665
	4,235.19	4,384.68	4,429	S.C. Deaf/Blind			
Horry	21,948.53	22,942.97	24,031	Multi-Handicapped	65.54	70.80	70
				*STATE TOTALS	585,585.83	610,050.15	626,521

*The totals are calculated figures found by dividing the number of days in membership/attendance by 135.

TABLE 2
SUMMARY OF PUPIL ATTENDANCE AND MEMBERSHIP
BY GRADE

<u>GRADE</u>	<u>AVERAGE DAILY ATTENDANCE</u>	<u>AVERAGE DAILY MEMBERSHIP</u>
Kindergarten	39,632.19	41,671.87
1st Grade	53,327.33	55,382.38
2nd Grade	46,833.64	48,369.32
3rd Grade	45,533.63	46,946.54
4th Grade	45,607.64	47,047.87
5th Grade	43,878.56	45,282.99
6th Grade	44,674.99	46,323.78
7th Grade	46,712.53	48,793.23
8th Grade	46,566.33	48,778.19
9th Grade	51,776.86	54,696.84
10th Grade	47,118.99	49,456.72
11th Grade	39,665.43	41,528.85
12th Grade	34,257.73	35,771.57
TOTAL	585,585.83	610,050.15

Includes Felton Lab, Youth Services, Palmetto Unified and Multi-Handicapped of S. C. Deaf/Blind.
These are calculated figures found by dividing the number of days in membership/attendance by 135.

TABLE 3
35-DAY ENROLLMENT REPORT
STATE SUMMARY

NUMBER OF PUPILS	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>TOTAL</u>
MALE AMERICAN INDIAN	27	39	26	30	32	43	27	41	44	44	16	21	17	407
MALE ASIAN OR P. I.	117	138	123	140	140	140	134	143	155	167	141	152	106	1,796
MALE HISPANIC	77	71	59	60	68	55	45	61	53	62	43	48	42	744
MALE BLACK	9,503	13,403	10,853	10,570	10,232	9,797	10,030	10,272	10,332	12,146	10,187	7,807	6,599	131,731
MALE WHITE	12,277	16,290	14,592	14,149	14,190	13,966	14,449	15,513	15,451	17,331	15,513	13,165	11,116	188,002
FEMALE AMERICAN INDIAN	31	27	26	20	33	38	33	40	24	35	23	14	17	361
FEMALE ASIAN OR P. I.	116	152	132	126	150	140	131	132	126	144	112	123	82	1,666
FEMALE HISPANIC	55	69	73	55	54	51	32	53	49	62	38	66	40	697
FEMALE BLACK	9,516	12,118	10,317	9,972	9,782	9,430	9,619	9,678	9,778	10,721	9,974	8,291	7,247	126,443
FEMALE WHITE	11,735	14,666	13,447	12,964	13,483	12,799	13,011	14,059	14,115	15,711	14,822	12,819	11,043	174,674
TOTAL	43,454	56,973	49,648	48,086	48,164	46,459	47,511	49,992	50,127	56,423	50,869	42,506	36,309	626,521

Includes Felton Lab, Youth Services, Palmetto Unified and Multi-Handicapped of S. C. Deaf/Blind.

TABLE 4

1986-87 PROFILE OF STUDIES

ELEMENTARY (Child Development through Grade 8)

COURSE TITLE	ENROLLMENT	COURSE TITLE	ENROLLMENT
<u>Child Development</u>		<u>Kindergarten</u>	
3-Year-Olds	347	State Funded	44,924
4-Year-Olds	10,209	Chapter I Funded	1,993
5-Year-Olds	600	Locally Funded	2,614
3-5 (or combination of)	1,500	Other Federal Funds	20
<u>Exploratory Programs</u>		<u>Language Arts</u>	
Industrial Arts	14,195	Developmental Reading	5,112
Introduction to Consumer and Homemaking Education	29,633	English (Grammar)	27,551
Experimental	1,759	English I, Grade 8 (high school credit)	1,733
<u>Fine Arts</u>		Language Arts	344,794
Art	338,677	Remedial Reading	50,965
Band	19,350	Spelling	11,122
Chorus	14,719	Vocabulary Building	570
Music	318,826	Experimental	341
Music Appreciation	3,776	Reading	94,051
Orchestra	4,661	Handwriting	14,130
Experimental	1,375	<u>Mathematics</u>	
Drama (Elocution)	1,589	Algebra I, Grade 8 (high school credit)	3,366
<u>Foreign Languages</u>		Mathematics	346,411
French (elementary curriculum only)	2,610	Remedial Mathematics	44,026
French I, Grade 8 (high school credit)	899	Experimental	584
Latin (elementary curriculum only)	596	<u>Other Programs Offered by School</u>	
Latin I, Grade 8 (high school credit)	288	Exploratory Offering Selected by School	13,411
Spanish (elementary curriculum only)	2,369	Introduction to Agriculture	76
Spanish I, Grade 8 (high school credit)	617	Introduction to Career Education	4,224
Experimental	1,044	Personal Typing	6,340
Foreign Language (Other)	86	Practical Arts-Crafts	1,281
<u>Health, Physical Education</u>		Gifted & Talented	21,420
Health	358,697	Speech Therapy	23,291
Physical Education	538,251	Other TMI Activity	2,843
Experimental	383		

TABLE 4 (CONTINUED)

ELEMENTARY (Child Development through Grade 8)

<u>COURSE TITLE</u>	<u>ENROLLMENT</u>
<u>Science</u>	
Earth Science	31,355
Environmental Studies	527
Life Science	31,882
Physical Science, Grade 8 (high school credit)	341
Science	292,905
Experimental	154
<u>Social Studies</u>	
History	3,588
Geography	7,134
Old World	960
Personal Living	1,935
Social Studies	315,662
South Carolina and American History	26,990
Experimental	1,211
<u>Vocational Education--Special Projects</u>	
Vocational Education-Exploratory	1,553
Pre-Vocational Education	1,485

SECONDARY (Grades 7 through 12)

<u>Business and Office Education</u>	
Accounting I	7,051
Accounting II	1,144
Business Communications	188
Business Computer Applications	407
Business English	1,207
Business Law	2,349
Business Math	4,036
Business Principles and Management	711
Computer Programming I	216
Computer Programming II	142
Data Processing I	3,919
Data Processing II	529

<u>COURSE TITLE</u>	<u>ENROLLMENT</u>
<u>Business and Office Education (Cont.)</u>	
Entrepreneurship For Marketing	13
Introduction to Computers in Business Ed.	3,010
Introduction to Business	3,024
Introduction to Marketing	23
Keyboarding	1,598
Machine Dictation/Transcription	26
Marketing Hotel - Motel Services	98
Marketing Principles	13
Office Machines	208
Office Occupations I (Cooperative)	236
Office Occupations II (Cooperative)	96
Office Procedures	1,925
Record Keeping I	3,127
Record Keeping II	190
Sales Promotion	20
Salesmanship	25
Senior Intensified Office Occupations Studies	145
Personal Shorthand	546
Shorthand I	911
Shorthand II	48
Personal Typing	5,639
Typing I	20,920
Typing II	3,092
Typing II-Shorthand II	18
Typing II-Office Procedures	440
Word Processing	2,443
<u>Driver Education</u>	
Driver Education	19,682
<u>Environmental Education</u>	
Environmental Studies	1,518
<u>Experimental Programs</u>	
Experimental Exploratory Programs	503
Experimental Language Arts	106

TARIF 4 (CONTINUED)

SECONDARY (Grades 7 through 12)

COURSE TITLE	ENROLLMENT
<u>Experimental Programs (Cont.)</u>	
Experimental Foreign Language	42
Experimental Science	53
Experimental Social Studies	106
Business and Office Ed. Experimental	382
Creative Writing	442
Environmental Education	522
Ethnic Studies	158
Fine Arts Experimental	1,194
Foreign Languages Experimental	409
Physical Education Experimental	586
Language Arts Experimental	2,267
Mathematics Experimental	4,131
Science Experimental	672
Social Studies Experimental	2,149
Vocabulary	1,497
Gifted & Talented	1,911

Advanced Placement Program - Senior level courses that are designed to lead to tests which will determine exemption for college credit.

Advanced Placement Chemistry	66
Advanced Placement Computer Science	193
Advanced Placement English	2,252
Advanced Placement European History	18
Advanced Placement Biology	997
Advanced Placement French	22
Advanced Placement American History	2,453
Advanced Placement Latin	86
Advanced Placement Mathematics	1,727
Advanced Placement Music	15
Advanced Placement Physics	28

<u>Exploratory Programs</u>	
Industrial Arts	3,329
Introduction to Agriculture	167

COURSE TITLE	ENROLLMENT
<u>Exploratory Programs (Cont.)</u>	
Introduction to Career Education	406
Introduction to Consumer and Homemaking Education	5,330
Personal Typing	1,780
Practical Arts-Crafts	179
Vocational Education Exploratory	1,552
Exploratory Offering Selected by School	1,790
<u>Fine Arts</u>	
Art	6,788
Band	5,051
Chorus	2,779
Music	1,879
Music Appreciation	653
Orchestra	263
String Music	126
Fine Arts Experimental	219
Art (General)	2,606
Art I	9,842
Art II	4,173
Art III	1,736
Art IV	428
Art Appreciation I (General)	709
Art Appreciation II	540
Art Appreciation III	328
Art Appreciation IV	105
Band I	2,654
Band II	2,148
Band III	1,206
Band IV	1,872
Band Rehearsal	6,609
Chorus/Glee Club I	3,894
Chorus/Glee Club II	2,020
Chorus/Glee Club III	1,011
Chorus/Glee Club IV	964
Chorus Rehearsal	4,305

TARIF 4 (CONTINUED)

SECONDARY (Grades 7 through 12)

COURSE TITLE	ENROLLMENT
<u>Fine Arts (Cont.)</u>	
Drama I	2,607
Drama II	415
Drama III	208
Drama IV	117
Music Appreciation (General)	900
Music Appreciation I	402
Music Appreciation II	59
Music Appreciation III	46
Music Appreciation IV	35
Orchestra I	223
Orchestra II	43
Orchestra III	32
Orchestra IV	10
Orchestra Rehearsal	1,449
String Music I	157
String Music II	72
String Music III	132
String Music IV	26
<u>Foreign Languages</u>	
French (non-credit)	580
French I, Grade 8 (high school credit)	132
Latin I, Grade 8 (high school credit)	220
Spanish (non-credit)	298
Spanish I, Grade 8 (high school credit)	240
German (non-credit)	78
French I	11,245
French II	7,719
French III	1,483
French IV	253
German I	1,121
German II	597
German III	92
German IV	8
Latin I	1,498
Latin II	1,121
Latin III	121
Spanish I	15,961

COURSE TITLE	ENROLLMENT
<u>Foreign Languages (Cont.)</u>	
Spanish II	9,646
Spanish III	1,253
Spanish IV	223
Russian I	33
Russian IV	48
<u>Health, Physical Education</u>	
Health	2,180
Physical Education	5,191
Physical Education & Health Education (taught on a nine-week rotation basis)	22,027
Community and Family Health	2,813
Human Growth and Development	562
Personal Health and Safety	4,942
Physical Education I	54,538
Physical Education II	9,523
<u>Junior ROTC</u>	
Junior ROTC I	6,763
Junior ROTC II	3,107
Junior ROTC III	1,458
Junior ROTC IV	475
<u>Language Arts</u>	
Developmental Reading	3,295
Language Arts, Grade 8	15,597
Language Arts, Grade 7	14,516
English I, Grade 8 (high school credit)	446
Remedial Reading	5,882
Spelling	329
Vocabulary Building	89
Advanced Composition-English V	1,445
Developmental Reading	860
English I	44,463
English II	42,998
English III	38,132
English IV	29,229
Remedial English I	4,852

TABLE 4 (CONTINUED)

SECONDARY (Grades 7 through 12)

COURSE TITLE	ENROLLMENT	COURSE TITLE	ENROLLMENT
<u>Language Arts (Cont.)</u>		<u>Science (Cont.)</u>	
Journalism	3,479	Chemistry I	15,983
Remedial English II	3,429	Chemistry II	971
Remedial English III	3,003	Physics	4,277
Remedial English IV	2,776		
Remedial Reading	14,045	<u>Social Studies</u>	
Speech	1,290	Geography	1,983
Chapter I Language Arts	1,730	Old World	2,160
		Personal Living	103
<u>Mathematics</u>		Social Studies	10,610
Mathematics, Grade 7	12,467	South Carolina and American History	14,794
Mathematics, Grade 8	12,061	American Government	39,668
Algebra I, Grade 8 (high school credit)	1,637	Citizenship (Civics)	20,410
Remedial Mathematics	4,234	Comparative Government	1,368
Remedial Mathematics I	11,793	Economics	39,523
Remedial Mathematics II	4,613	Political Science	296
General Mathematics I	21,876	Psychology	13,504
General Mathematics II	18,341	U. S. History and Constitution	43,760
General Mathematics III	13,361	Western Civilization	876
Computer Mathematics	3,344	World Geography	30,954
Chapter I Mathematics	1,426	World History	21,880
Pre-Algebra	10,633	Sociology	6,726
Algebra I	28,615		
Algebra II	18,753	<u>Special Education (Itinerant and Resource)</u>	
Algebra III and Trigonometry	7,113	Educable Mental Retardation	7,158
Geometry	21,929	Emotionally Handicapped	1,006
Pre-Calculus	2,142	Hearing Handicapped	141
Applied Vocational Math	587	Learning Disability	8,213
Introduction to Computers	6,203	Orthopedically Handicapped	86
		Speech Disability	1,069
<u>Science</u>		Visually Handicapped	123
Environmental Studies	194		
Life Science, Grade 7	13,870	<u>Special Education (Self-Contained)</u>	
Earth Science, Grade 8	15,586	Educable Mental Retardation	10,217
Physical Science (high school credit)	207	Emotionally Handicapped	2,795
General Science, Grade 7 or 8	112	Hearing Handicapped	215
General Science	17,312	Learning Disability	4,112
Physical Science	35,709	Orthopedically Handicapped	248
Biology I	48,906	Trainable Mental Retardation	1,832
Biology II	2,649	Visually Handicapped	7

TABLE 4 (CONTINUED)

SECONDARY (Grades 7 through 12)

<u>COURSE TITLE</u>	<u>ENROLLMENT</u>
<u>VOCATIONAL</u>	
Adult Health Occupations	
Practical Nursing (A-12 Months)	26
Agriculture	
Agricultural Chemicals I	72
Agricultural Chemicals II	23
Agricultural Mechanics I	840
Agricultural Mechanics II	327
Agricultural Production	1,303
Agricultural Production, Business Management I	522
Agricultural Production, Business Management II	107
Agricultural Products I	87
Agricultural Products II	59
Agricultural Sales and Services I	17
Agricultural Science	2,597
Environmental and Natural Resources Occupations I	66
Forestry I	256
Forestry II	11
Livestock Management I	43
Livestock Management II	36
Ornamental Horticulture I	1,281
Ornamental Horticulture II	297
Pulpwood Harvesting I	35
Turf and Lawn Management I	29
Turf and Lawn Management II	12
Consumer and Homemaking	
Advanced Consumer and Homemaking	1,134
Basic Consumer and Homemaking	9,069
Child Development I	4,126
Child Development II	364
Clothing and Textiles I	3,075
Clothing and Textiles II	1,064
Consumer Education I	1,423

<u>COURSE TITLE</u>	<u>ENROLLMENT</u>
<u>Consumer and Homemaking (Cont.)</u>	
Consumer Education II	232
Family Life Education I	5,063
Family Life Education II	913
Foods and Nutrition I	6,740
Foods and Nutrition II	2,917
Housing and Home Furnishings I	1,224
Housing and Home Furnishings II	156
Human Sexuality I	1,675
Human Sexuality II	60
Parenthood Education I	3,788
Parenthood Education II	507
Distributive Education	
Distributive Education I	2,613
Distributive Education II	836
Distributive Education Experimental	44
Fashion Merchandising	759
Experimental Programs	
Experimental Agriculture	44
Experimental Prevocational	694
Experimental Trade and Industrial	295
Experimental Consumer and Homemaking	201
Experimental Industrial Arts	90
Experimental Home Economics	20
Health Occupations (Secondary)	
Health Occupations I	719
Health Occupations II	333
Health Occupations Experimental	35
Practical Nursing (PS)	18
Practical Nursing (PS-II)	45
Dental Assisting (PS)	20
Industrial Arts	
Industrial Arts Lab I	2,994
Industrial Arts Lab II	316
Mechanical Drawing I	1,615
Mechanical Drawing II	185

TABLE 4 (CONTINUED)

SECONDARY (Grades 7 through 12)

COURSE TITLE	ENROLLMENT
<u>Occupational Home Economics</u>	
Child Care Services I	255
Child Care Services II	111
Clothing Services I	61
Clothing Services II	14
Food Services (Commercial Cooking) I	830
Food Services (Commercial Cooking) II	381
Housing and Home Furnishings Services I	28
Institutional and Home Management Services I	64
Institutional and Home Management Services II	19
<u>Prevocational</u>	
Prevocational I	10,112
Prevocational II	1,616
<u>Special Education</u>	
Special Instruction for Disadvantaged and Handicapped Students and Vocational Centers	1,834
<u>Trade and Industrial</u>	
Air Conditioning, Refrigeration, and Heating I	394
Air Conditioning, Refrigeration, and Heating II	215
Air Conditioning, Refrigeration, and Heating III	6
Appliance Repair I	8
Automotive Body Repairs I	568
Automotive Body Repairs II	383
Automotive Mechanics I	1,845
Automotive Mechanics II	970
Automotive Mechanics III	46
Automotive Services I	7
Barbering I	22
Barbering II	23
Boat Maintenance	30

COURSE TITLE	ENROLLMENT
<u>Trade and Industrial (Cont.)</u>	
Building Construction I (Carpentry)	1,617
Building Construction II (Carpentry)	811
Building Construction III (Carpentry)	91
Business Machine Maintenance I	19
Cabinetmaking I	43
Cabinetmaking II	15
Cabinetmaking III	10
Commercial Art I	47
Commercial Art II	30
Commercial Art III	32
Computer Repair	193
Cosmetology I	705
Cosmetology II	513
Cosmetology III	127
Diesel Mechanic	67
Diversified Occupations I	53
Drafting I	593
Drafting II	337
Drafting III	14
Electricity I	968
Electricity II	606
Electricity III	20
Electronics I	301
Electronics II	205
Electronics III	36
Facility Maintenance	25
Graphic Communications I	533
Graphic Communications II	264
Industrial Maintenance	270
Industrial Sewing I	945
Industrial Sewing II	388
Machine Shop I	552
Machine Shop II	320
Machine Shop III	17
Masonry I	1,178
Masonry II	633
Masonry III	12

TABLE 4 (CONTINUED)

SECONDARY (Grades 7 through 12)

<u>COURSE TITLE</u>	<u>ENROLLMENT</u>
<u>Trade and Industrial (Cont.)</u>	
Metalworking and Fabrication I	20
Metalworking and Fabrication II	2
Painting and Decorating I	54
Painting and Decorating II	43
Plumbing and Pipe Fitting I	149
Plumbing and Pipe Fitting II	63
Sheet Metal I	57
Sheet Metal II	31
Small Engine Repair I	415
Small Engine Repair II	114
Small Engine Repair III	8
Tailoring I	37
Tailoring II	19
Textiles I	83
Textiles II	84
Textiles III	18
Welding I	957
Welding II	514
Welding III	13

Source: Basic Educational Data System (BEDS), "Profile of Studies, 1986-87."

TABLE 5

TOTAL PROFESSIONAL PUBLIC SCHOOL STAFF, 1986-87
IN FULL-TIME EQUIVALENCIES (FTE)^a

SCHOOL DISTRICT	Administrative				Instructional				Other Professional		TOTAL STAFF
	Superintendents and Asst. Supt. (49-52)	Supervisors Directors, or Consultants (53-85, 99)	AVC Administrators (13-17)	Principals and Asst. Principals (01-02)	Teachers ^b (03, 05-08)	Librarians (10)	Guidance Counselors (11)	Other Instr. (09)	Instructional Oriented (12, 18)	Noninstructional Personnel (20-41)	
Abbeville	1.0	4.5	1.0	14.4	242.0	9.0	8.3	0	0	5.5	285.7
Aiken	7.8	31.9	1.0	64.9	1,133.5	38.3	40.1	4.0	14.5	11.9	1,347.9
Allendale Co. Ofc. ^c	0	0	1.0	0	11.5	0	1.0	0	0	0	13.5
Allendale	2.0	1.0	0	6.0	132.2	3.5	4.0	5.0	1.0	9.0	163.7
Total	2.0	1.0	1.0	6.0	143.7	3.5	5.0	5.0	1.0	9.0	177.2
Anderson Co. Ofc.	0	1.0	3.0	0	18.0	0	1.0	0	0	5.0	28.0
Anderson 1	2.0	3.0	1.0	14.5	288.8	10.5	6.9	1.2	0	2.8	330.7
Anderson 2	2.0	3.2	0	10.7	193.6	7.5	6.7	0	2.5	3.8	230.0
Anderson 3	3.0	1.8	0	7.0	133.7	4.0	3.0	1.0	0	3.0	156.5
Anderson 4	1.0	4.1	0	8.5	137.0	5.9	3.6	0.7	1.0	1.3	163.1
Anderson 5	4.0	16.1	0	26.0	628.6	18.1	20.0	3.0	4.7	5.0	725.5
Total	12.0	29.2	4.0	66.7	1,399.7	46.0	41.2	5.9	8.2	20.9	1,633.8
Bamberg Co. Ofc.	1.0	0	0	0	0	0	0	0	0	2.0	3.0
Bamberg 1	1.0	0	0	6.5	102.5	5.0	4.2	0	0	1.0	120.2
Bamberg 2	1.0	5.0	0	6.0	101.6	3.0	3.0	0	0	3.0	122.6
Total	3.0	5.0	0	12.5	204.1	8.0	7.2	0	0	6.0	245.8
Barnwell Co. Ofc.	1.0	0	1.0	0	10.0	0	1.0	0	0	2.0	15.0
Barnwell 19	1.0	4.0	0	4.5	66.6	3.0	2.0	2.0	0	8.0	91.1
Barnwell 29	2.0	0.5	0	3.0	58.6	2.0	2.0	0	2.0	0.5	70.6
Barnwell 45	2.0	3.0	0.1	8.0	136.0	3.0	3.4	0	1.0	0	156.5
Total	6.0	7.5	1.1	15.5	271.2	8.0	8.4	2.0	3.0	10.5	333.2

TABLE 5 (CONTINUED)

SCHOOL DISTRICT	Administrative				Instructional				Other Professional		TOTAL STAFF
	Superintendents and Asst. Supt. (49-52)	Supervisors Directors, or Consultants (53-65, 99)	AVC Administrators (13-17)	Principals and Asst. Principals (01-02)	Teachers ^b (03, 05-08)	Librarians (10)	Guidance Counselors (11)	Other Instr. (09)	Instructional Oriented (12, 18)	Noninstructional Personnel (20-43)	
Beaufort Co. Ofc. ^c	0	0	3.0	0	25.0	0	1.0	0	1.0	0	30.0
Beaufort	2.0	19.5	0	33.6	651.4	19.5	19.6	2.0	1.0	17.0	765.6
Total	2.0	19.5	3.0	33.6	676.4	19.5	20.6	2.0	2.0	17.0	795.6
Berkeley	8.0	34.3	2.0	72.4	1,299.4	35.6	46.9	0	9.0	20.1	1,527.7
Calhoun Co. Ofc.	1.0	0	0	0	0	0	0	0	0	1.0	2.0
Calhoun	1.0	2.0	0	8.0	127.0	4.0	4.2	0	3.0	0.5	149.7
Total	2.0	2.0	0	8.0	127.0	4.0	4.2	0	3.0	1.5	151.7
Charleston	9.0	107.3	6.0	123.1	2,380.1	71.3	75.8	14.8	12.3	58.9	2,858.6
Cherokee	2.0	10.0	3.0	23.0	507.9	17.0	15.8	0.8	5.8	12.8	598.1
Chester	4.0	9.3	4.0	24.8	406.4	14.0	15.0	0.5	1.7	10.7	490.4
Chesterfield	3.0	8.2	0.7	25.4	441.0	15.0	14.2	0	1.2	6.3	515.0
Clarendon Co. Ofc.	0	0	2.0	0	12.0	0	1.0	0	0	0	15.0
Clarendon 1	2.0	1.2	1.0	5.4	78.5	4.0	2.0	1.0	0.1	4.1	99.3
Clarendon 2	3.0	4.0	0	8.5	163.5	4.0	5.0	0	0	3.5	191.5
Clarendon 3	1.0	0.2	0	4.6	64.7	2.6	2.0	0	1.4	2.8	79.3
Total	6.0	5.4	3.0	18.5	318.7	10.6	10.0	1.0	1.5	10.4	385.1
Colleton	2.0	10.3	2.0	22.0	366.2	13.0	14.7	4.0	1.5	12.8	448.5
Darlington	5.0	16.2	3.0	38.7	790.7	24.1	28.2	0	10.0	16.5	932.4
Dillon Co. Ofc.	0	0	2.0	0	13.0	0	1.0	0	0	1.0	17.0
Dillon 1	1.2	0	0	3.0	56.4	2.6	2.0	0	0	1.8	67.0
Dillon 2	3.0	5.5	0	11.0	244.6	7.1	8.0	0	2.0	5.5	286.7
Dillon 3	1.0	2.0	0	6.0	89.7	3.0	2.0	0.5	2.0	1.9	108.1
Total	5.2	7.5	2.0	20.0	403.7	12.7	13.0	0.5	4.0	10.2	478.8

TABLE 5 (CONTINUED)

SCHOOL DISTRICT	Administrative				Instructional				Other Professional		TOTAL STAFF
	Superintendents and Asst. Supt. (49-52)	Supervisors Directors, or Consultants (53-85, 99)	AVC Administrators (13-17)	Principals and Asst. Principals (01-02)	Teachers ^b (03, 05-08)	Librarians (10)	Guidance Counselors (11)	Other Instr. (09)	Instructional Oriented (12, 18)	Noninstructional Personnel (20-43)	
Dorchester Co. Ofc.	0	0	2.0	0	14.2	0	0	0	0	0	16.2
Dorchester 1	1.0	3.0	0	5.0	82.5	3.0	2.5	0	0	0	97.0
Dorchester 2	3.0	14.0	0	30.0	595.3	13.0	20.0	1.0	2.0	11.0	689.3
Dorchester 3	0	0.5	0	3.8	59.5	2.0	2.0	0	0	0.5	68.3
Total	4.0	17.5	2.0	38.8	751.5	18.0	24.5	1.0	2.0	11.5	870.8
Edgefield	1.0	6.2	1.0	11.0	220.8	7.0	7.2	1.0	4.3	4.8	264.3
Fairfield	2.0	11.0	2.0	17.0	282.6	9.0	13.0	4.1	2.7	5.0	348.4
Florence 1	5.0	22.2	4.0	46.0	764.2	21.0	26.6	9.1	8.0	15.4	921.5
Florence 2	1.0	2.0	0	5.0	73.5	3.5	2.0	4.8	0	0.3	92.1
Florence 3	1.0	7.6	0	14.5	252.9	8.5	7.8	0	0	3.2	295.5
Florence 4	1.0	1.0	1.3	2.6	77.1	4.0	3.0	6.5	1.5	1.0	99.0
Florence 5	0.1	1.0	0	4.0	78.7	3.0	2.0	0	0	2.0	90.8
Total	8.1	33.8	5.3	72.1	1,246.4	40.0	41.4	20.4	9.5	21.9	1,498.9
Georgetown	5.0	31.0	2.0	31.0	583.1	18.8	20.0	0	3.5	9.0	703.4
Greenville	8.0	69.0	8.0	142.6	2,918.7	94.6	70.6	28.1	4.2	60.0	3,403.8
Greenwood Co. Ofc.	1.0	1.6	2.0	0	16.0	0	1.0	0	0	3.0	24.6
Greenwood 50	5.0	17.7	0	22.8	479.3	13.6	12.2	5.5	9.4	12.0	577.5
Greenwood 51	1.0	1.5	0	5.0	68.8	3.0	2.5	0	0	4.0	85.8
Greenwood 52	1.0	4.0	0	6.4	86.3	3.0	3.5	2.0	0	2.0	108.2
Total	8.0	24.8	2.0	34.2	650.4	19.6	19.2	7.5	9.4	21.0	796.1
Hampton Co. Ofc.	0	0	0	0	0	0	0	0	0	0	0
Hampton 1	1.0	3.2	0	8.8	170.7	4.0	6.2	0.5	0	2.8	197.2
Hampton 2	1.1	5.0	0	6.0	90.7	3.0	3.0	0	2.0	1.9	112.7
Total	2.1	8.2	0	14.8	261.4	7.0	9.2	0.5	2.0	4.7	309.9
Horry	6.0	50.0	6.0	67.5	1,319.7	37.0	40.4	2.4	14.6	9.8	1,553.4
Jasper	1.0	4.0	0	7.0	166.9	4.0	4.0	1.0	0	6.0	193.9
Kershaw	2.0	11.3	4.0	26.0	481.9	15.7	12.3	4.0	7.1	8.6	572.9

TABLE 5 (CONTINUED)

SCHOOL DISTRICT	Administrative				Instructional				Other Professional		TOTAL STAFF
	Superintendents and Asst. Supt. (49-52)	Supervisors Directors, or Consultants (53-85, 99)	AVC Administrators (13-17)	Principals and Asst. Principals (01-02)	Teachers ^b (03, 05-08)	Librarians (10)	Guidance Counselors (11)	Other Instr. (09)	Instructional Oriented (12, 18)	Noninstructional Personnel (20-43)	
Lancaster	8.0	11.8	3.0	33.7	632.4	20.7	19.8	0	6.3	8.7	744.4
Laurens Co. Ofc.	0	1.0	0	0	0	0	0	0	0	0	1.0
Laurens 55	2.0	8.0	0	15.5	300.6	9.5	9.9	1.1	1.0	1.5	349.1
Laurens 56	3.8	3.0	0	11.5	204.8	8.0	6.5	3.0	1.6	2.2	249.4
Total	5.8	12.0	0	27.0	505.4	17.5	16.4	4.1	2.6	3.7	599.5
Lee	1.0	8.0	2.0	11.6	204.2	7.0	8.0	2.0	0	3.0	246.8
Lexington 1	4.0	10.7	2.0	35.5	550.6	10.1	16.5	0	2.6	1.3	633.3
Lexington 2	3.0	26.7	0	39.0	563.6	17.0	15.0	3.9	11.2	7.0	686.4
Lexington 3	3.0	2.0	0	7.0	133.9	4.0	3.3	4.0	0	0	157.2
Lexington 4	1.0	3.2	0	5.5	92.9	5.0	3.9	0.5	0	0	112.0
Lexington 5	6.0	11.2	1.0	33.0	654.3	13.1	20.0	2.0	7.9	14.0	762.5
Total	17.0	53.8	3.0	120.0	1,995.3	49.2	58.7	10.4	21.7	22.3	2,351.4
McCormick	1.0	2.8	0	6.5	96.5	3.0	2.5	0	0	5.0	117.3
Marion Co. Ofc.	0	5.0	2.0	0	18.5	0	1.0	0	0	1.0	27.5
Marion 1	2.7	3.8	0	9.5	175.6	6.0	6.0	0	0	0.5	204.1
Marion 2	2.0	6.2	0	9.7	152.3	5.5	5.0	0	2.0	3.5	186.2
Marion 3	1.0	1.4	0	3.0	42.3	2.0	1.2	0.2	0	0.4	51.5
Marion 4	1.0	1.0	0	2.0	37.9	2.0	1.0	0	0	3.0	47.9
Total	6.7	17.4	2.0	24.2	426.6	15.5	14.2	0.2	2.0	3.4	517.2
Marlboro	6.0	6.0	1.0	20.7	374.8	16.0	10.4	0.8	0	7.0	442.7
Newberry	1.0	10.5	1.0	20.3	357.7	12.6	13.1	1.0	0.4	4.5	422.1
Oconee	3.0	13.3	2.5	36.5	583.8	21.0	20.6	0	6.0	6.5	693.2
Orangeburg Co. Ofc.	0	0	4.0	0	34.0	0	1.8	0	0	0	39.8
Orangeburg 1	1.5	1.0	0	3.9	72.5	2.1	2.5	0	0	0.5	84.0
Orangeburg 2	1.0	1.5	0	3.0	54.1	2.0	1.5	4.0	0	1.0	68.1

TABLE 5 (CONTINUED)

SCHOOL DISTRICT	Administrative				Instructional				Other Professional		TOTAL
	Superintendents and Asst. Supt. (49-52)	Supervisors Directors, or Consultants (53-85, 99)	AVC Administrators (13-17)	Principals and Asst. Principals (01-02)	Teachers ^b (03, 05-08)	Librarians (10)	Guidance Counselors (11)	Other Instr. (09)	Instructional Oriented (12, 18)	Noninstructional Personnel (20-43)	
Orangeburg 3	2.8	6.4	0	12.5	196.6	3.3	7.8	2.2	0.5	6.0	243.1
Orangeburg 4	1.0	5.5	0	5.0	100.0	3.0	2.8	0	0	1.5	118.8
Orangeburg 5	4.0	6.1	0	29.1	350.8	11.0	10.5	0	5.2	7.0	423.7
Orangeburg 6	1.0	1.5	0	2.7	52.2	2.0	2.1	0	2.5	0.6	64.6
Orangeburg 7	1.0	2.0	0	4.0	52.0	2.0	2.0	0.2	0	0.3	63.5
Orangeburg 8	1.0	0	0	2.2	37.0	2.0	1.0	0	0	0	43.2
Total	13.3	24.0	4.0	62.4	949.2	32.4	32.0	6.4	8.2	16.9	1,148.8
Pickens	2.0	22.0	2.0	45.5	784.5	25.2	24.4	0	3.1	2.0	910.7
Richland 1	4.0	78.5	4.0	85.0	1,569.6	54.1	50.3	42.5	16.8	23.2	1,928.0
Richland 2	3.0	29.0	0	34.8	629.4	15.0	24.7	1.0	15.8	12.0	764.7
Total	7.0	107.5	4.0	119.8	2,199.0	69.1	75.0	43.5	32.6	35.2	2,692.7
Saluda	1.0	4.5	0	6.1	134.7	4.0	4.9	7.0	0	5.1	167.3
Spartanburg Co. Ofc.	1.0	0	6.9	0	55.0	0	4.0	0	0	5.0	71.9
Spartanburg 1	2.0	2.0	0	13.7	227.0	7.0	6.5	0.3	0	3.0	261.5
Spartanburg 2	5.0	6.0	0	20.7	371.0	12.0	15.0	0	5.2	1.0	435.9
Spartanburg 3	3.0	5.5	0	10.0	209.7	7.0	9.0	0	0.3	3.5	248.0
Spartanburg 4	1.0	4.0	0	8.5	140.3	4.0	2.5	0	0	2.5	162.8
Spartanburg 5	2.8	5.6	0	11.1	219.0	8.0	4.4	1.0	0.6	3.3	255.8
Spartanburg 6	3.0	11.8	0	28.0	418.5	15.0	16.8	1.0	3.4	2.0	499.5
Spartanburg 7	3.0	23.1	0	31.1	702.0	15.0	23.9	2.0	5.0	1.3	806.4
Total	20.8	58.0	6.9	123.1	2,342.5	68.0	82.1	4.3	14.5	21.6	2,741.8
Sumter Co. Ofc.	0	0	2.0	0	16.0	0	1.0	0	0	0	19.0
Sumter 2	5.0	16.3	0	25.5	461.3	14.0	13.0	0	2.5	5.1	542.9
Sumter 17	4.0	11.6	0	26.0	446.9	12.0	15.8	9.0	1.4	11.1	537.8
Total	9.0	27.9	2.0	51.5	924.2	26.0	29.8	9.0	3.9	16.4	1,099.7
Union	2.0	9.5	2.5	17.0	334.0	11.0	11.0	0	3.4	9.3	399.7
Williamsburg	1.0	13.0	1.4	28.3	434.1	13.5	14.6	1.0	2.5	3.0	512.4

TABLE 5 (CONTINUED)

SCHOOL DISTRICT	Administrative				Instructional				Other Professional		TOTAL STAFF
	Superintendents and Asst. Supt. (49-52)	Supervisors Directors, or Consultants (53-85, 99)	AVC Administrators (13-17)	Principals and Asst. Principals (01-02)	Teachers ^b (03, 05-08)	Librarians (10)	Guidance Counselors (11)	Other Instr. (09)	Instructional Oriented (12, 18)	Noninstructional Personnel (20-43)	
York 1	3.0	5.4	1.0	10.8	212.5	6.0	6.0	1.4	1.0	0.6	247.7
York 2	3.0	4.4	0	9.2	167.8	5.7	4.0	0.3	1.5	4.0	199.9
York 3	4.0	19.0	4.0	33.0	682.0	21.0	19.9	1.0	6.2	14.0	804.1
York 4	2.0	3.0	0	9.0	145.5	4.0	6.0	0	0	1.0	170.5
Total	12.0	31.8	5.0	62.0	1,207.8	36.7	35.9	2.7	8.7	19.6	1,422.2
DISTRICT TOTAL											
EXC. COUNTY STAFF	239.8	1,001.1	80.5	1,867.7	34,238.6	1,068.7	1,089.0	202.9	252.9	586.5	40,627.7
INC. COUNTY STAFF	244.8	1,009.7	111.4	1,867.7	34,481.8	1,068.7	1,103.8	202.9	253.9	606.5	40,951.2
SPECIAL SCHOOLS AND DISTRICTS:											
Felton Laboratory Sch.	0	0	0	1.8	20.4	1.0	1.0	0	0	0	24.2
Palmetto Unified Dist.	1.0	3.5	0	6.0	36.6	4.5	4.3	0	0	11.5	67.4
SC School for the Deaf and Blind ^d	0.8	0.1	0	5.3	83.0	2.0	1.7	1.0	12.0	1.0	106.9
SC Youth Servs. Dist.	2.0	2.0	0	2.2	55.2	2.0	2.0	0	1.3	1.0	67.7
STATE TOTAL	248.6	1,015.3	111.4	1,883.0	34,677.0	1,078.2	1,112.8	203.9	267.2	620.0	41,217.4

^aSource: Office of Research, Management Information Section, Staff Information, Basic Educational Data System (BEDS), 1986-87. BEDS codes used for each position category are given in parenthesis under each column heading. Full-time equivalency (FTE) is the amount of employed time required in a less than full-time position expressed in proportion to that required in a full-time position. All full-time equivalencies represented in the above table are expressed in tenths.

^bIncludes Teachers for grades K-12.

^cIn these single district counties, area vocational center (AVC) personnel are reported as county office staff.

^dAll Staff are included for the School for the Deaf and Blind since this school receives funds from the Educational Improvement Act.

TABLE 5-8

TOTAL OTHER PUBLIC SCHOOL STAFF, 1986-87
IN FULL-TIME EQUIVALENCIES (FTE)^a

DISTRICT	Teacher Aides	Library Aides	Secretaries	Office/ Clerical	Other Staff ^b	TOTAL
Abbeville	45.5	3.4	22.1	12.2	77.3	160.5
Aiken	161.1	17.8	96.8	55.5	424.6	755.8
Allendale Co. Ofc. ^c	0	0	1.0	0	3.0	4.0
Allendale	29.0	3.0	10.5	6.6	44.5	93.6
Total	29.0	3.0	11.5	6.6	47.5	97.6
Anderson Co. Ofc.	0	0	2.0	0	3.0	5.0
Anderson 1	26.3	4.0	17.0	3.0	87.7	138.0
Anderson 2	28.2	4.0	14.0	1.3	54.5	102.0
Anderson 3	13.2	0	6.0	2.0	30.5	51.7
Anderson 4	19.3	1.5	12.5	2.0	40.0	75.3
Anderson 5	52.2	9.5	36.0	17.7	171.9	287.3
Total	139.2	19.0	87.5	26.0	387.6	659.3
Bamberg Co. Ofc.	0	0	0	0	0	0
Bamberg 1	14.1	0	8.0	1.0	23.1	46.2
Bamberg 2	16.6	1.0	5.8	2.5	33.0	58.9
Total	30.7	1.0	13.8	3.5	56.1	105.1
Barnwell Co. Ofc.	0	0	2.0	0	1.0	3.0
Barnwell 19	8.1	1.0	6.0	3.0	23.0	41.1
Barnwell 29	14.2	1.5	4.0	3.3	38.8	61.8
Barnwell 45	15.3	3.0	11.0	3.6	73.5	106.4
Total	37.6	5.5	23.0	9.9	136.3	212.3
Beaufort Co. Ofc. ^c	0	0	2.0	2.0	7.0	11.0
Beaufort	107.8	14.2	42.2	19.1	175.1	358.4
Total	107.8	14.2	44.2	21.1	182.1	369.4

TABLE 5-B (CONTINUED)

DISTRICT	Teacher Aides	Library Aides	Secretaries	Office/ Clerical	Other Staff ^b	TOTAL
Berkeley	176.1	29.5	88.0	45.5	433.4	772.5
Calhoun	15.0	2.0	12.0	6.0	45.5	80.5
Charleston	443.8	23.6	189.5	137.3	564.3	1,358.5
Cherokee	77.5	6.5	47.5	4.9	138.1	274.5
Chester	39.3	3.1	28.7	7.0	135.5	213.6
Chesterfield	76.7	6.3	34.3	7.3	151.3	275.9
Clarendon Co. Ofc.	0	0	2.0	2.0	2.0	6.0
Clarendon 1	24.0	1.0	10.0	3.0	26.2	64.2
Clarendon 2	39.0	5.0	13.0	3.0	51.5	111.5
Clarendon 3	18.0	0	3.1	3.0	22.5	46.6
Total	81.0	6.0	28.1	11.0	102.2	228.3
Colleton	83.5	2.0	26.0	23.0	117.6	252.1
Darlington	130.2	11.8	63.5	24.7	248.5	478.7
Dillon Co. Ofc.	0	0	2.0	0	1.0	3.0
Dillon 1	14.0	0	5.0	1.0	21.0	41.0
Dillon 2	55.2	7.9	20.6	10.5	99.4	193.6
Dillon 3	11.0	0	9.5	2.5	36.5	59.5
Total	80.2	7.9	37.1	14.0	157.9	297.1
Dorchester Co. Ofc.	0	0	1.0	1.0	2.0	4.0
Dorchester 1	22.0	0	9.0	3.0	25.0	59.0
Dorchester 2	43.0	14.0	41.1	6.8	120.5	225.4
Dorchester 3	12.0	0	4.0	4.0	18.8	38.8
Total	77.0	14.0	55.1	14.8	166.3	327.2
Edgefield	43.0	1.0	20.3	0.6	66.4	131.3
Fairfield	31.9	2.0	30.1	12.5	89.3	165.8

TABLE 5-B (CONTINUED)

DISTRICT	Teacher Aides	Library Aides	Secretaries	Office/ Clerical	Other Staff ^b	TOTAL
Florence 1	141.9	12.6	53.1	51.6	241.9	501.1
Florence 2	8.0	2.0	7.5	2.0	18.0	37.5
Florence 3	52.0	2.7	20.5	5.3	85.6	166.1
Florence 4	19.5	3.2	7.4	11.1	42.6	83.8
Florence 5	2.0	0.5	6.0	1.0	23.0	32.5
Total	<u>223.4</u>	<u>21.0</u>	<u>94.5</u>	<u>71.0</u>	<u>411.1</u>	<u>821.0</u>
Georgetown	212.0	13.0	57.3	18.5	248.5	549.3
Greenville	320.0	43.7	203.9	93.0	881.2	1,541.8
Greenwood Co. Ofc.	0	0	2.0	0	1.0	3.0
Greenwood 50	83.9	11.2	22.0	28.0	154.9	300.0
Greenwood 51	11.5	1.0	6.0	1.0	21.0	40.5
Greenwood 52	18.3	2.0	10.0	0	19.5	49.8
Total	<u>113.7</u>	<u>14.2</u>	<u>40.0</u>	<u>29.0</u>	<u>196.4</u>	<u>393.3</u>
Hampton Co. Ofc.	0	0	0	0	0	0
Hampton 1	28.5	7.0	15.0	5.8	42.1	98.4
Hampton 2	31.0	0	7.0	4.0	17.5	59.5
Total	<u>59.5</u>	<u>7.0</u>	<u>22.0</u>	<u>9.8</u>	<u>59.6</u>	<u>157.9</u>
Horry	176.4	22.6	92.1	52.7	387.9	731.7
Jasper	32.0	5.0	3.7	8.9	39.9	89.5
Kershaw	32.8	12.6	51.3	11.0	162.0	269.7
Lancaster	70.5	12.1	58.0	7.0	141.0	288.6
Laurens Co. Ofc.	0	0	0	0	0	0
Laurens 55	26.6	2.0	17.0	10.0	79.3	134.9
Laurens 56	30.5	2.0	13.5	9.0	65.0	120.0
Total	<u>57.1</u>	<u>4.0</u>	<u>30.5</u>	<u>19.0</u>	<u>144.3</u>	<u>254.9</u>
Lee	52.5	2.5	20.0	3.7	68.9	147.6

TABLE 5-B (CONTINUED)

DISTRICT	Teacher Aides	Library Aides	Secretaries	Office/ Clerical	Other Staff ^b	TOTAL
Lexington 1	54.2	14.0	41.3	20.3	168.1	297.9
Lexington 2	111.4	10.5	57.2	5.2	157.6	341.9
Lexington 3	14.0	2.0	12.0	3.0	46.4	77.4
Lexington 4	9.9	0	8.0	4.0	42.0	63.9
Lexington 5	90.4	13.5	48.5	17.6	176.3	346.3
Total	279.9	40.0	167.0	50.1	590.4	1,127.4
McCormick	32.0	0	4.0	2.0	26.0	64.0
Marion Co. Ofc.	0	0	2.0	0	0	2.0
Marion 1	41.0	1.6	12.7	2.0	54.1	111.4
Marion 2	35.3	3.0	15.5	3.0	45.0	101.8
Marion 3	16.0	0	6.0	1.0	15.0	38.0
Marion 4	6.0	2.0	3.0	2.0	14.0	27.0
Total	98.3	6.6	39.2	8.0	128.1	280.2
Marlboro	87.0	2.0	35.0	3.5	136.6	264.1
Newberry	45.0	0.2	34.3	4.5	78.0	162.0
Oconee	114.0	7.3	41.1	33.0	147.0	342.4
Orangeburg Co. Ofc.	0	0	4.0	2.0	4.0	10.0
Orangeburg 1	5.4	1.0	5.0	1.6	19.0	32.0
Orangeburg 2	15.0	0.5	5.6	1.5	15.0	37.6
Orangeburg 3	32.9	2.0	12.0	6.7	64.7	118.3
Orangeburg 4	15.0	3.0	5.7	7.5	24.0	55.2
Orangeburg 5	75.0	6.0	30.0	7.5	116.0	234.5
Orangeburg 6	11.0	0	5.0	2.6	17.6	36.2
Orangeburg 7	15.0	1.0	9.0	6.0	18.0	49.0
Orangeburg 8	6.0	0	3.0	0.8	10.7	20.5
Total	175.3	13.5	79.3	36.2	289.0	593.3

TABLE 5-B (CONTINUED)

DISTRICT	Teacher Aides	Library Aides	Secretaries	Office/ Clerical	Other Staff ^b	TOTAL
Pickens	91.5	15.5	54.4	11.5	218.3	391.2
Richland 1	259.0	31.5	119.4	62.5	724.5	1,196.9
Richland 2	112.5	12.5	63.0	27.0	162.6	377.6
Total	<u>371.5</u>	<u>44.0</u>	<u>182.4</u>	<u>89.5</u>	<u>887.1</u>	<u>1,574.5</u>
Saluda	31.0	3.0	8.5	5.1	42.3	89.9
Spartanburg Co. Ofc.	0	0	6.0	1.5	*5.0	12.5
Spartanburg 1	5.5	5.5	15.5	4.0	50.5	81.0
Spartanburg 2	16.5	6.0	22.2	3.0	74.3	122.0
Spartanburg 3	39.5	6.1	20.5	1.5	35.0	102.6
Spartanburg 4	15.0	2.5	9.5	3.5	34.2	64.7
Spartanburg 5	7.0	3.0	14.0	1.0	47.5	72.5
Spartanburg 6	46.5	5.0	33.1	6.5	134.2	225.3
Spartanburg 7	<u>139.0</u>	<u>16.5</u>	<u>49.0</u>	<u>13.5</u>	<u>237.2</u>	<u>455.2</u>
Total	269.0	44.6	169.8	34.5	617.9	1,135.8
Sumter Co. Ofc.	0	0	2.0	0	1.0	3.0
Sumter 2	70.5	11.5	43.0	9.2	215.5	349.7
Sumter 17	87.0	12.0	29.5	16.5	155.5	300.5
Total	<u>157.5</u>	<u>23.5</u>	<u>74.5</u>	<u>25.7</u>	<u>372.0</u>	<u>653.2</u>
Union	50.0	6.5	22.1	11.5	84.3	174.4
Williamsburg	164.0	3.0	39.0	4.5	144.1	354.6
York 1	39.1	4.9	22.0	5.0	63.7	134.7
York 2	39.0	5.0	16.0	7.0	49.5	116.5
York 3	99.5	5.0	64.0	19.5	190.5	378.5
York 4	<u>12.5</u>	<u>4.0</u>	<u>14.5</u>	<u>5.5</u>	<u>31.0</u>	<u>67.5</u>
Total	190.1	18.9	116.5	37.0	334.7	697.2

TABLE 5-B (CONTINUED)

DISTRICT	Teacher Aides	Library Aides	Secretaries	Office/ Clerical	Other Staff ^b	TOTAL
DISTRICT TOTAL						
EXC. COUNTY STAFF	5,412.1	565.9	2,671.5	1,115.1	10,534.4	20,299.0
INC. COUNTY STAFF	5,412.1	565.9	2,699.5	1,123.6	10,564.4	20,365.5
SPECIAL SCHOOLS AND DISTRICTS:						
Felton Laboratory School	2.8	0.2	1.0	0.4	6.0	10.4
Palmetto Unified District	41.0	5.7	6.5	1.5	10.0	64.7
SC School for the Deaf and Blind ^d	37.0	0	16.5	8.0	40.0	101.5
SC Youth Services District	5.7	0	7.0	4.0	0	16.7
STATE TOTAL	5,498.6	571.8	2,730.5	1,137.5	10,620.4	20,558.8

^aSources: Office of Research, Management Information Section, School Information FY 86-87, Basic Educational Data System, and revisions to staff data provided by personnel in the offices of the school district superintendents. Full-time equivalency (FTE) is the amount of employed time required in a less than full-time position expressed in proportion to that required in a full-time position. FTE presented in the above table is expressed in tenths.

^bIncludes such staff as custodians, maintenance personnel, warehouse and cafeteria workers, etc.. School bus drivers are excluded.

^cIn these single district counties, area vocation center (AVC) personnel are reported as county office staff.

^dAll staff are included for the School for the Deaf and Blind since this school receives funds from the Educational Improvement Act.

TABLE 6
SALARIES - SUPERINTENDENTS, PRINCIPALS AND TEACHERS
1986-87

COUNTIES	SUPERINTENDENTS ANNUAL SALARY	AVERAGE HEAD PRINCIPALS SALARY	AVERAGE ASST PRINCIPALS SALARY	AVERAGE TEACHERS SALARY	COUNTIES	SUPERINTENDENTS ANNUAL SALARY	AVERAGE HEAD PRINCIPALS SALARY	AVERAGE ASST PRINCIPALS SALARY	AVERAGE TEACHERS SALARY
Abbeville	\$45,299	\$34,351	\$30,181	\$21,734	Kershaw	\$54,539	\$41,920	\$32,969	\$24,410
Aiken	54,500	39,996	33,764	23,709	Lancaster	56,067	36,524	31,514	23,470
Allendale	52,800	37,932	31,408	20,791	Laurens				
Anderson					District 55	52,500	36,763	31,394	23,518
District 1	54,392	36,169	31,556	23,774	District 56	57,920	37,518	30,030	22,804
District 2	56,555	42,959	33,687	23,493	Lee	50,333	38,726	28,343	21,336
District 3	45,880	36,869	31,552	21,904	Lexington				
District 4	50,500	40,017	30,031	22,078	District 1	60,500	40,934	32,103	23,329
District 5	53,996	36,935	32,497	23,234	District 2	66,000	40,572	33,849	23,933
Bamberg					District 3	54,093	38,332	30,855	22,572
District 1	47,675	40,357	37,072	23,522	District 4	56,557	38,790	35,962	22,559
District 2	42,156	37,886	30,820	21,930	District 5	75,000	44,006	35,241	24,493
Barnwell					McCormick	45,000	35,249	29,642	21,178
District 19	46,195	35,333	29,180	20,485	Marion				
District 29	47,759	33,588	---	22,047	District 1	65,659	38,779	35,668	22,031
District 45	55,472	40,630	32,858	23,331	District 2	59,280	38,669	30,216	21,330
Beaufort	63,000	43,665	35,930	23,572	District 3	42,320	31,504	---	19,452
Berkeley	63,600	40,981	34,532	22,431	District 4	47,500	34,300	---	20,297
Calhoun	45,000	37,568	30,370	22,618	Marlboro	54,283	34,980	27,887	21,602
Charleston	48,808	40,714	33,100	22,201	Newberry	53,565	38,169	31,235	22,396
Cherokee	57,012	38,632	33,911	25,053	Oconee	51,070	38,680	33,735	23,211
Chester	56,928	39,788	32,362	23,643	Orangeburg				
Chesterfield	55,000	38,008	28,651	22,398	District 1	50,000	38,044	---	22,258
Clarendon					District 2	47,406	38,413	32,764	21,382
District 1	48,668	33,963	32,781	21,271	District 3	66,000	37,322	33,914	22,653
District 2	55,692	38,496	30,560	22,398	District 4	51,500	40,301	30,333	22,892
District 3	46,982	36,354	33,202	22,143	District 5	61,131	42,416	34,175	24,208
Colleton	43,981	37,317	32,192	22,340	District 6	44,000	39,425	---	20,232
Darlington	60,000	39,235	32,770	22,402	District 7	47,000	38,203	30,736	21,423
					District 8	42,000	38,124	---	21,740
					Pickens	75,854	38,671	30,113	21,891

Dillon					Richland				
District 1	43,851	35,960	---	21,642	District 1	70,000	42,181	33,972	24,251
District 2	50,909	33,750	28,759	21,107	District 2	63,883	46,880	35,375	24,436
District 3	44,400	39,066	30,945	21,822	Saluda	48,000	40,174	30,866	21,829
Dorchester					Spartanburg				
District 1	53,800	43,300	34,943	22,411	District 1	60,000	40,753	30,760	24,870
District 2	65,190	42,838	34,287	23,612	District 2	58,916	40,873	33,349	24,509
District 3	---	35,908	---	21,405	District 3	65,633	42,567	33,936	25,400
Edgefield	55,963	37,094	30,037	20,980	District 4	60,347	42,419	35,539	24,648
Fairfield	57,965	38,046	33,031	22,084	District 5	63,400	42,049	35,530	24,668
Florence					District 6	65,000	39,817	33,378	25,435
District 1	69,052	38,518	30,709	22,171	District 7	73,700	45,038	36,059	25,440
District 2	50,000	39,778	32,410	22,995	Sumter				
District 3	56,920	38,573	33,538	21,641	District 2	67,000	38,413	30,500	22,544
District 4	49,220	36,936	---	20,364	District 17	67,000	41,322	31,616	23,311
District 5	57,500	36,883	27,000	23,334	Union	53,560	38,896	32,575	22,602
Georgetown	60,000	39,277	33,989	22,559	Williamsburg	---	37,843	29,267	21,243
Greenville	83,200	38,209	30,979	23,513	York				
Greenwood					District 1	59,500	42,665	33,349	24,916
District 50	57,887	40,383	36,399	23,128	District 2	50,000	43,797	33,553	24,763
District 51	42,766	34,765	33,145	22,515	District 3	72,000	42,912	35,554	25,363
District 52	47,967	39,762	34,394	22,912	District 4	64,000	42,575	35,020	25,728
Hampton					Felton Lab	---	34,482	---	23,090
District 1	45,348	37,519	32,280	22,262	Youth Services	42,407	37,350	---	28,968
District 2	47,500	40,662	30,589	21,352	Corrections	44,690	32,287	---	25,994
Horry	63,600	42,358	33,136	22,728					
Jasper	54,126	40,855	29,894	21,432	STATE TOTALS	\$55,338	\$39,644	\$32,868	\$23,201

Includes only those personnel employed at least 190 days with an FTE of 1.0 based on the Final Professional Certified Staff Listing.

TABLE 7
NUMBER OF SCHOOLS - ACCORDING TO TYPE, 1986-87

District	Middle ^a	Other Elementary ^b	TOTAL Elementary	Jr. High ^c	Other High ^d	TOTAL High	Special	Area Vocation Centers ^e	TOTAL Schools
Abbeville	1	6	7	0	3	3	0	1	11
Aiken	9	18	27	0	7	7	3	1	38
Allendale	0	3	3	0	1	1	0	1	5
Anderson 1	2	8*	10	0	2	2	0	1	13
Anderson 2	2	4	6	0	1	1	0	0	7
Anderson 3	1	2	3	0	1	1	0	0	4
Anderson 4	1	3	4	1	1	2	0	0	6
Anderson 5	<u>3</u>	<u>11</u>	<u>14</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>17</u>
Total	9	28	37	1	8	9	0	1	47
Bamberg 1	1	2	3	1	1	2	0	0	5
Bamberg 2	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>
Total	2	3	5	1	2	3	0	0	8
Barnwell 19	1	1	2	0	1	1	0	1	4
Barnwell 29	1	1	2	0	1	1	0	0	3
Barnwell 45	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>4</u>
Total	3	3	6	0	3	3	1	1	11
Beaufort	1	12	13	2	3	5	1	1	20
Berkeley	8	17	25	0	8	8	0	2	35
Calhoun	1	3	4	0	1	1	0	0	5
Charleston	14	42	56	0	11	11	0	2	69

TABLE 7 (CONTINUED)

District	Middle ^a	Other Elementary ^b	TOTAL Elementary	Jr. High ^c	Other High ^d	TOTAL High	Special	Area Vocation Centers ^e	TOTAL Schools
Cherokee	0	14	14	2	2	4	0	1	19
Chester	3	6*	9	1	3	4	0	1	14
Chesterfield	3	8	11	1	4	5	0	0	16
Clarendon 1	1	2	3	0	1	1	0	0	4
Clarendon 2	1	2	3	0	1	1	0	1	5
Clarendon 3	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>
Total	3	5	8	0	3	3	0	1	12
Colleton	2	9	11	0	2	2	0	1	14
Darlington	1	16	17	3	4	7	0	2	26
Dillon 1	1	1	2	0	1	1	0	0	3
Dillon 2	0	4	4	1	1	2	1	1	8
Dillon 3	<u>0</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>
Total	1	7	8	1	3	4	1	1	14
Dorchester 1	0	2	2	0	1	1	0	0	3
Dorchester 2	2	7	9	0	2	2	0	0	11
Dorchester 3	<u>0</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>4</u>
Total	2	11	13	0	4	4	0	1	18
Edgefield	1	4	5	0	1	1	0	1	7
Fairfield	2	5	7	0	1	1	0	1	9

TABLE 7 (CONTINUED)

District	Middle ^a	Other Elementary ^b	TOTAL Elementary	Jr. High ^c	Other High ^d	TOTAL High	Special	Area Vocation Centers ^e	TOTAL Schools
Florence 1	0	12	12	3	3	6	0	1	19
Florence 2	1	2	3	0	1	1	0	0	4
Florence 3	1	5	6	1	1	2	0	0	8
Florence 4	1	2	3	0	1	1	0	1	5
Florence 5	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>
Total	4	22	26	4	7	11	0	2	39
Georgetown	4	9	13	0	4	4	0	1	18
Greenville	16	55 ^a	71	0	14	14	3	4	92
Greenwood 50	2	7	9	3	1	4	0	1	14
Greenwood 51	0	2	2	1	1	2	0	0	4
Greenwood 52	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>
Total	3	10	13	4	3	7	0	1	21
Hampton 1	1	4	5	0	1	1	0	0	6
Hampton 2	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>
Total	2	5	7	0	2	2	0	0	9
Horry	6	19	25	0	7	7	0	3	35
Jasper	0	2	2	0	1	1	0	0	3
Kershaw	3	10	13	0	4	4	0	1	18
Lancaster	1	13	14	2	4	6	1	1	22
Laurens 55	1	7	8	0	1	1	0	0	9
Laurens 56	<u>2</u>	<u>4</u>	<u>6</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>7</u>
Total	3	11	14	0	2	2	0	0	16

TABLE 7 (CONTINUED)

District	Middle ^a	Other Elementary ^b	TOTAL Elementary	Jr. High ^c	Other High ^d	TOTAL High	Special	Area Vocation Centers ^e	TOTAL Schools
Lee	1	4	5	0	2	2	0	1	8
Lexington 1	2	5	7	0	3	3	0	1	11
Lexington 2	4	9	13	0	2	2	1	0	16
Lexington 3	1	2	3	0	1	1	0	0	4
Lexington 4	2	2	4	0	1	1	0	0	5
Lexington 5	<u>0</u>	<u>7</u>	<u>7</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>11</u>
Total	9	25	34	2	9	11	1	1	47
McCormick	1	1	2	0	1	1	0	0	3
Marion 1	2	2	4	0	1	1	0	1	6
Marion 2	1	3	4	1	1	2	0	0	6
Marion 3	0	2	2	0	1	1	0	0	3
Marion 4	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total	3	8	11	1	4	5	0	1	17
Marlboro	2	10*	12	0	5	5	0	1	18
Newberry	3	11	14	0	3	3	0	1	18
Oconee	6	12*	18	1	4	5	0	1	24
Orangeburg 1	0	2	2	1	1	2	0	0	4
Orangeburg 2	0	1	1	0	1	1	0	0	2
Orangeburg 3	2	5	7	0	1	1	0	0	8
Orangeburg 4	1	1	2	0	1	1	0	1	4
Orangeburg 5	3	6	9	0	1	1	0	1	11
Orangeburg 6	0	1	1	0	1	1	0	0	2
Orangeburg 7	0	1	1	0	1	1	0	0	2
Orangeburg 8	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total	6	18	24	1	8	9	0	2	35

TABLE 7 (CONTINUED)

District	Middle ^a	Other Elementary ^b	TOTAL Elementary	Jr. High ^c	Other High ^d	TOTAL High	Special	Area Vocation Centers ^e	TOTAL Schools
Pickens	1	15	16	4	4	8	2	1	27
Richland 1	8	31	39	0	7	7	5	1	52
Richland 2	1	<u>11</u> [*]	<u>12</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>14</u>
Total	9	42	51	0	9	9	5	1	66
Saluda	1	2	3	0	1	1	0	0	4
Spartanburg 1	0	5	5	1	2	3	0	1	9
Spartanburg 2	0	7	7	1	2	3	0	0	10
Spartanburg 3	0	4	4	2	1	3	0	0	7
Spartanburg 4	0	2	2	1	1	2	0	0	4
Spartanburg 5	0	5	5	1	1	2	0	0	7
Spartanburg 6	3	10	13	0	1	1	0	1	15
Spartanburg 7	<u>0</u>	<u>9</u>	<u>9</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>1</u>	<u>1</u>	<u>15</u>
Total	3	42	45	9	9	18	1	3	67
Sumter 2	1	9	10	1	3	4	0	0	14
Sumter 17	<u>2</u>	<u>6</u>	<u>8</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>10</u>
Total	3	15	18	1	4	5	0	1	24
Union	0	6	6	1	3	4	0	1	11
Williamsburg	0	9	9	1	4	5	0	1	15
York 1	1	4	5	0	1	1	0	1	7
York 2	1	3	4	1	1	2	0	0	6
York 3	0	15	15	3	2	5	0	1	21
York 4	<u>1</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>4</u>
Total	3	24	27	4	5	9	0	2	38
DISTRICT TOTAL	159	620	779	47	197	244	19	51	1,093

TABLE 7 (CONTINUED)

District	Middle ^a	Other Elementary ^b	TOTAL Elementary	Jr. High ^c	Other High ^d	TOTAL High	Special Area Vocation Centers ^e	TOTAL Schools
SPECIAL SCHOOLS AND DISTRICTS:								
Felton Laboratory Sch.	0	1	1	0	0	0	0	1
Palmetto Unified Dist.	0	0	0	0	6	6	0	6
S.C. School for Deaf and Blind	0	3	3	0	2	2	0	5
S.C. Youth Services Dist.	0	0	0	1	2	3	0	3
STATE TOTAL	159	624	783	48	207	255	19	1,108

Source: South Carolina, State Department of Education, Office of Accreditation and Administrative Services, Accreditation of School Districts in South Carolina Annual Report, 1986-87.

^aIncludes elementary schools having an organization with any combination of Grades 5-8.

^bIncludes six kindergartens located in child development centers (indicated by an * in the appropriate districts) and elementary schools with any combination of Grades K-8 which are not classified as middle schools.

^cIncludes secondary schools with any combination of Grades 7-9.

^dIncludes secondary schools with any combination of Grades 7-12 which are not classified as junior high schools.

^eIncludes single- and multi-district area vocational centers. Area vocational centers which serve multi-school districts are illustrated by their geographical location or the district through which they report.

TABLE 8

ASSESSED VALUATION PER PUPIL IN ADM AND MILLS LEVIED, 1986-87*

<u>DISTRICT</u>	<u>ASSESSED VALUATION</u>	<u>ADM</u>	<u>ASSESSED VALUATION PER PUPIL</u>	<u>MILLS LEVIED CURRENT OPERATIONS</u>	<u>DEBT SERVICE</u>
ABBEVILLE	\$ 31,000,000	3,941	\$ 7,866	90.00	16.00
AIKEN	170,021,400	22,564	7,535	78.00	29.50
ALLENDALE	15,291,704	2,393	6,390	113.00	14.00
ANDERSON					
District 1	41,385,270	5,708	7,250	72.20	17.00
District 2	26,595,717	3,569	7,452	79.70	12.50
District 3	20,188,505	2,435	8,291	62.20	8.00
District 4	35,123,474	2,491	14,100	78.20	27.00
District 5	110,166,326	10,769	10,230	80.20	10.00
BAMBERG					
District 1	9,931,968	1,916	5,184	72.00	0.00
District 2	8,805,778	1,562	5,638	88.50	0.00
BARNWELL					
District 19	4,800,000	1,193	4,023	90.00	0.00
District 29	6,324,360	1,039	6,087	111.00	0.00
District 45	15,600,000	2,435	6,407	91.00	0.00
BEAUFORT	282,501,000	11,015	25,647	70.40	23.00
BERKELEY	197,000,000	25,635	7,685	64.00	22.00
CALHOUN	34,247,140	1,933	17,717	94.00	26.00
CHARLESTON	568,771,690	41,849	13,591	80.20	19.00
CHEROKEE	62,000,000	8,659	7,160	105.00	23.00
CHESTER	44,543,401	6,793	6,557	102.00	0.00
CHESTERFIELD	49,106,860	7,911	6,207	77.00	8.00
CLARENDON					
District 1	7,432,000	1,320	5,630	85.00	0.00
District 2	14,705,000	3,330	4,416	67.00	49.00
District 3	3,810,551	1,336	2,852	90.00	4.00

TABLE 8--Continued

<u>DISTRICT</u>	<u>ASSESSED VALUATION</u>	<u>ADM</u>	<u>ASSESSED VALUATION PER PUPIL</u>	<u>MILLS LEVIED CURRENT OPERATIONS</u>	<u>DEBT SERVICE</u>
COLLETON	\$ 45,665,635	6,621	\$ 6,897	59.00	38.00
DARLINGTON	115,854,440	12,968	8,934	84.00	10.00
DILLON					
District 1	3,988,432	1,074	3,714	92.50	5.00
District 2	20,127,450	4,581	4,394	75.00	10.00
District 3	6,549,390	1,673	3,915	61.00	5.00
DORCHESTER					
District 1	8,840,780	1,576	5,610	117.00	5.00
District 2	78,585,444	11,902	6,603	81.50	30.50
District 3	20,063,610	983	20,411	75.00	11.00
EDGEFIELD	23,729,903	3,748	6,331	89.00	0.00
FAIRFIELD	87,500,000	4,318	20,264	85.20	23.20
FLORENCE					
District 1	128,469,338	14,272	9,001	59.60	25.50
District 2	7,156,810	1,389	5,152	66.80	9.50
District 3	18,708,179	4,519	4,140	64.10	17.00
District 4	6,678,352	1,425	4,687	88.60	3.00
District 5	9,317,501	1,344	6,933	75.00	35.00
GEORGETOWN	163,500,000	10,194	16,039	75.00	23.00
GREENVILLE	582,814,521	50,319	11,582	72.00	12.80
GREENWOOD					
District 50	81,417,355	8,727	9,329	86.30	8.80
District 51	6,256,000	1,180	5,302	119.10	0.00
District 52	15,238,944	1,459	10,445	88.30	11.40
HAMPTON					
District 1	11,869,400	2,830	4,194	130.00	5.00
District 2	5,709,910	1,554	3,674	192.00	22.00
HORRY	362,099,443	22,943	15,783	82.50	17.00
JASPER	19,301,000	2,827	6,827	101.00	51.00
KERSHAW	82,066,035	8,865	9,257	101.40	15.00
LANCASTER	62,135,575	10,887	5,707	102.20	17.00
LAURENS					
District 55	34,924,198	5,497	6,353	75.00	21.00
District 56	26,290,320	3,717	7,073	75.00	50.00

TABLE 8--Continued

<u>DISTRICT</u>	<u>ASSESSED VALUATION</u>	<u>ADM</u>	<u>ASSESSED VALUATION PER PUPIL</u>	<u>MILLS LEVIED CURRENT OPERATIONS</u>	<u>DEBT SERVICE</u>
LEE	\$ 16,502,675	3,572	\$ 4,620	69.91	12.33
LEXINGTON					
District 1	64,253,820	9,727	6,606	87.00	35.50
District 2	90,182,970	10,075	8,951	98.00	24.00
District 3	15,411,920	2,282	6,754	89.00	45.00
District 4	13,758,750	1,844	7,461	77.00	65.00
District 5	101,786,490	11,028	9,230	120.00	55.00
MCCORMICK	9,480,305	1,610	5,888	74.00	7.00
MARION					
District 1	17,396,120	3,411	5,100	114.00	13.00
District 2	12,728,250	2,939	4,331	114.00	20.00
District 3	2,615,310	706	3,704	105.00	5.00
District 4	1,861,310	591	3,149	118.00	20.00
MARLBORO	24,513,617	6,530	3,754	114.00	6.00
NEWBERRY	40,090,000	6,366	6,298	64.00	7.00
OCONEE	132,664,600	10,164	13,052	64.00	20.75
ORANGEBURG					
District 1	4,575,358	1,106	4,137	113.00	0.00
District 2	3,904,320	821	4,756	119.00	0.00
District 3	17,371,301	3,252	5,342	99.00	5.00
District 4	11,660,295	1,755	6,644	85.00	70.00
District 5	59,915,000	6,300	9,510	103.00	21.00
District 6	4,224,948	868	4,867	97.00	19.00
District 7	5,700,000	862	6,613	78.00	25.00
District 8	2,516,000	575	4,376	134.00	0.00
PICKENS	123,500,000	14,281	8,648	92.00	28.00
RICHLAND					
District 1	386,113,159	27,505	14,038	85.40	23.70
District 2	111,281,604	11,507	9,671	114.00	37.20
SALUDA	13,000,000	2,320	5,603	64.00	7.75

TABLE 8--Continued

<u>DISTRICT</u>	<u>ASSESSED VALUATION</u>	<u>ADM</u>	<u>ASSESSED VALUATION PER PUPIL</u>	<u>MILLS LEVIED CURRENT OPERATIONS</u>	<u>DEBT SERVICE</u>
SPARTANBURG					
District 1	\$ 27,819,225	3,797	\$ 7,327	96.10	11.90
District 2	44,518,419	6,461	6,890	117.90	4.60
District 3	39,046,958	3,270	11,941	115.30	31.70
District 4	20,040,210	2,440	8,213	115.40	22.40
District 5	44,882,166	4,227	10,618	87.90	10.50
District 6	94,009,023	7,541	12,466	115.20	30.90
District 7	103,385,537	9,982	10,357	121.50	27.50
SUMTER					
District 2	43,000,000	8,588	5,007	75.80	15.20
District 17	63,565,080	8,991	7,070	72.70	48.80
UNION	38,000,000	5,823	6,526	89.00	17.00
WILLIAMSBURG	45,350,550	7,997	5,671	60.00	11.00
YORK					
District 1	26,533,868	3,885	6,830	70.00	48.00
District 2	142,493,268	3,009	47,356	70.00	11.00
District 3	108,796,658	12,502	8,702	95.50	41.50
District 4	28,700,000	2,992	9,592	41.50	41.00
STATE	\$5,951,359,193	608,690	\$ 9,777		

*This table is based on unaudited supplemental information provided by the school districts.

TABLE 9
VALUE OF NEW BUILDINGS COMPLETED DURING 1986-87*

<u>DISTRICT</u>	<u>COST OF BUILDINGS</u>	<u>COST OF GROUNDS</u>	<u>COST OF FURNITURE AND FIXTURES</u>	<u>TOTAL COST OF NEW PROPERTY</u>
Abbeville	\$ 0	\$ 0	\$ 0	\$ 0
Aiken	0	0	0	0
Allendale	0	0	0	0
Anderson				
District 1	297,519	0	55,923	353,442
District 2	0	0	0	0
District 3	460,000	0	2,500	462,500
District 4	0	0	0	0
District 5	0	0	0	0
Bamberg				
District 1	0	0	0	0
District 2	0	0	0	0
Barnwell				
District 19	0	0	0	0
District 29	0	0	0	0
District 45	0	0	0	0
Beaufort	6,950,000	0	287,129	7,237,129
Berkeley	1,716,452	0	25,000	1,741,452
Calhoun	0	0	0	0
Charleston	4,445,000	0	70,000	4,515,000
Cherokee	2,752,408	60,000	98,187	2,910,595
Chester	0	0	0	0
Chesterfield	183,639	0	1,133	184,772
Clarendon				
District 1	0	0	0	0
District 2	0	0	0	0
District 3	0	0	0	0

TABLE 9--Continued

<u>DISTRICT</u>	<u>COST OF BUILDINGS</u>	<u>COST OF GROUNDS</u>	<u>COST OF FURNITURE AND FIXTURES</u>	<u>TOTAL COST OF NEW PROPERTY</u>
Colleton	292,069	0	6,700	298,769
Darlington	921,474	1,500	55,421	978,395
Dillon				
District 1	0	0	0	0
District 2	0	0	0	0
District 3	0	0	0	0
Dorchester				
District 1	0	0	0	0
District 2	0	0	31,723	31,723
District 3	0	0	0	0
Edgefield	0	0	0	0
Fairfield	12,208,146	333,247	551,306	13,092,699
Florence				
District 1	0	0	0	0
District 2	0	0	0	0
District 3	541,665	0	155,450	697,115
District 4	0	0	0	0
District 5	0	0	0	0
Georgetown	143,438	0	0	143,438
Greenville	11,263,482	0	800,000	12,063,482
Greenwood				
District 50	687,226	0	19,682	706,908
District 51	0	0	0	0
District 52	0	0	0	0
Hampton				
District 1	0	0	0	0
District 2	0	0	0	0
Horry	0	774,795	0	774,795
Jasper	0	0	0	0
Kershaw	2,869,954	138,571	111,847	3,120,372
Lancaster	0	0	0	0

TABLE 9--Continued

<u>DISTRICT</u>	<u>COST OF BUILDINGS</u>	<u>COST OF GROUNDS</u>	<u>COST OF FURNITURE AND FIXTURES</u>	<u>TOTAL COST OF NEW PROPERTY</u>
Laurens				
District 55	0	0	0	0
District 56	0	0	0	0
Lee	0	0	0	0
Lexington				
District 1	0	0	0	0
District 2	1,107,854	0	112,500	1,220,354
District 3	0	0	0	0
District 4	0	0	0	0
District 5	2,946,803	225,000	120,437	3,292,240
McCormick	0	0	0	0
Marion				
District 1	0	0	0	0
District 2	0	0	0	0
District 3	392,522	0	55,500	448,022
District 4	345,000	7,500	2,000	354,500
Marlboro	0	0	0	0
Newberry	0	0	0	0
Oconee	8,592,712	89,649	827,930	9,510,291
Orangeburg				
District 1	0	0	0	0
District 2	0	0	0	0
District 3	0	0	0	0
District 4	6,188,784	0	255,608	6,444,392
District 5	0	0	0	0
District 6	0	0	0	0
District 7	0	0	0	0
District 8	0	0	0	0
Pickens	3,700,000	0	134,000	3,834,000
Richland				
District 1	3,007,667	0	0	3,007,667
District 2	2,367,134	0	214,087	2,581,221
Saluda	0	0	0	0

TABLE 9--Continued

<u>DISTRICT</u>	<u>COST OF BUILDINGS</u>	<u>COST OF GROUNDS</u>	<u>COST OF FURNITURE AND FIXTURES</u>	<u>TOTAL COST OF NEW PROPERTY</u>
Spartanburg				
District 1	0	0	0	0
District 2	0	0	0	0
District 3	1,124,459	0	0	1,124,459
District 4	0	0	0	0
District 5	199,000	0	40,000	239,000
District 6	0	0	103,827	103,827
District 7	0	0	0	0
Sumter				
District 2	4,798,346	0	233,780	5,032,126
District 17	1,195,000		42,445	1,237,445
Union	0	0	0	0
Williamsburg	420,055	0	0	420,055
York				
District 1	0	0	0	0
District 2	1,700,000	0	15,000	1,715,000
District 3	3,070,845	0	150,000	3,220,845
District 4	10,575,357	165,000	278,580	11,018,937
TOTALS	\$97,464,010	\$1,795,262	\$4,857,695	\$104,116,967

*This table is based on unaudited supplemental information provided by the school districts.

TABLE 10
1985-86 GRADUATES OF SOUTH CAROLINA HIGH SCHOOLS ENROLLED IN 1986-87 COLLEGE FRESHMAN COURSES
ARRANGED BY HIGH SCHOOL AND SUBJECT FIELD

SCHOOL DISTRICT	ABBEVILLE	ABBEVILLE	ANNEVILLE	AIKEN
HIGH SCHOOL	ABBEVILLE HIGH SCHOOL	CALHOUN FALLS HIGH	DIXIE HIGH SCHOOL	AIKEN HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	98.8	93.0	98.2	89.7
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	42.4	36.7	84.9	54.2
NUMBER OF HIGH SCHOOL GRADUATES-----	130	60	66	238
NUMBER ADMITTED TO FRESHMAN CLASS-----	59	22	36	129
NUMBER OF FRESHMEN REPORTED-----	53	22	33	113
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	53	16	27	88
TOOK SUB-FRESHMAN COURSES-----	7	2	4	2
WITHDREW FROM COLLEGE-----	0	1	0	7

COURSE TITLE	NO PASSED FAILED CREDIT			NO PASSED FAILED CREDIT			NO PASSED FAILED CREDIT			NO PASSED FAILED CREDIT		
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	6	0	2	1	0	0	5	0	1	24	3	0
BUSINESS-----	9	1	4	7	1	0	0	0	1	16	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	0	0	0	0	0	0	5	0	0
ENGLISH AND LANGUAGE ARTS-----	69	2	9	27	2	0	26	1	6	96	12	2
FOREIGN LANGUAGES-----	4	0	0	4	0	0	2	0	0	11	0	0
HEALTH OCCUPATIONS-----	13	0	0	14	2	0	1	0	0	8	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	36	3	7	12	3	0	16	0	5	88	24	0
MILITARY SCIENCE-----	0	0	0	0	0	0	0	0	0	6	0	0
NATURAL SCIENCE-----	20	0	4	2	0	0	6	1	5	41	9	0
PHYSICAL AND HEALTH EDUCATION-----	18	0	2	8	0	0	5	0	1	7	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	65	2	4	25	1	0	26	0	5	96	4	0
OTHER SUBJECTS-----	6	1	3	19	0	0	26	0	4	53	0	0
TOTALS-----	246	9	35	119	9	0	111	2	28	451	52	2

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	6	4.3	6	10.0	9	13.6	19	8.0
OTHER SCHOOL-----	0	*	1	1.7	1	1.5	16	6.7
GAINFUL EMPLOYMENT-----	37	26.6	29	48.3	13	19.7	57	21.8
OTHER ACTIVITIES-----	37	26.6	2	3.3	7	10.6	22	9.2
* TECHNICAL EDUCATION DEGREE-----	1 100	1 100.0	1 33	1 50.0	1 81	1 12.1	1 251	1 10.5

*NUMBER OF ASSOCIATE DEGREE ENTERED COURSES ABOVE FROM THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	AIKEN	AIKEN	AIKEN	AIKEN
HIGH SCHOOL	HIGHLAND VALLEY HIGH	MURTH AUGUSTA HIGH	RIDGE SPRING-MONETTE	SILVER BLUFF HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	87.4	91.0	95.0	89.8
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	32.0	73.7	23.9	26.7
NUMBER OF HIGH SCHOOL GRADUATES-----	284	270	68	131
NUMBER ADMITTED TO FRESHMAN CLASS-----	91	199	16	39
NUMBER OF FRESHMEN REPORTED-----	88	186	13	39
NUMBER OF FRESHMEN REPORTED WHO WENT IN STATE-----	79	132	10	39
TOTAL SENIOR FRESHMAN COURSES-----	26	6	0	0
WITHDREW FROM COLLEGE-----	2	2	0	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	16	0	0	16	0	0	0	0	0	0	0	0
BUSINESS-----	16	0	0	27	1	0	5	0	0	14	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	4	0	0	10	0	0	0	0	0	3	0	0
ENGLISH AND LANGUAGE ARTS-----	79	6	9	113	6	4	9	0	0	30	1	1
FOREIGN LANGUAGES-----	10	1	0	29	2	0	2	0	0	5	0	0
HEALTH OCCUPATIONS-----	6	0	0	2	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	59	21	1	120	17	8	5	0	1	32	6	2
MILITARY SCIENCE-----	1	0	0	3	0	0	0	0	0	1	0	0
NATURAL SCIENCE-----	35	9	3	58	9	0	4	1	0	8	5	0
PHYSICAL AND HEALTH EDUCATION-----	11	0	0	33	0	0	1	0	0	4	1	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	78	7	2	122	17	0	5	0	0	24	4	1
OTHER SUBJECTS-----	17	4	0	77	9	0	7	1	0	7	0	0
TOTALS-----	325	47	15	610	61	12	38	2	1	136	16	4

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	24	9.9	15	4.8	0	-	0	-
OTHER SCHOOL-----	1	0.4	7	2.0	0	-	0	-
GAINFUL EMPLOYMENT-----	132	46.2	38	14.1	42	61.8	71	64.2
OTHER ACTIVITIES-----	36	11.3	13	4.8	10	14.7	25	19.1

0 TECHNICAL EDUCATION DEGREE----- 1 11.3 1 3.9 1 4.7 1 17.4 1 6.1 1 8.0 1 10.1 1 11.1

NUMBER OF ASSOCIATE DEGREE ENTRANT* COUNTED ALSO UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	AIRN	AIRN	ALLENDALE	ANDERSON I
HIGH SCHOOL	SOUTH AIRN HIGH	WAGENER-SALLEY HIGH	ALLENDALE-FAIRFAX	PALMETTO HIGH SCHOOL
PERCENT OF COMPLETED COURSES				
PASSED BY FRESHMEN-----	83.1	85.5	85.0	92.5
PERCENT OF HIGH SCHOOL				
GRADUATES ENTERING COLLEGE-----	41.8	36.8	31.0	40.7
NUMBER OF HIGH SCHOOL GRADUATES-----	221	87	142	140
NUMBER ADMITTED TO FRESHMAN CLASS-----	92	32	44	57
NUMBER OF FRESHMEN REPORTED-----	87	32	38	56
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	73	25	39	57
TOK SUB-FRESHMAN COURSES-----	8	5	15	6
WITHDREW FROM COLLEGE-----	9	2	3	4

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	18	0	4	9	0	0	11	0	0	10	0	0
BUSINESS-----	24	0	0	8	0	0	8	1	0	10	3	0
ELEMENTARY AND SECONDARY EDUCATION--	11	0	0	1	0	0	2	2	0	2	0	1
ENGLISH AND LANGUAGE ARTS-----	85	9	12	37	7	0	21	1	1	48	1	2
FOREIGN LANGUAGES-----	22	1	0	2	0	0	4	1	0	5	2	0
HEALTH OCCUPATIONS-----	2	0	0	0	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE---	82	10	4	23	5	0	29	6	0	28	6	0
MILITARY SCIENCE-----	0	0	0	3	0	0	2	1	0	0	0	0
NATURAL SCIENCE-----	40	4	2	10	6	0	21	4	1	30	4	1
PHYSICAL AND HEALTH EDUCATION-----	9	0	0	6	1	0	6	0	0	4	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	69	6	2	31	5	0	23	4	0	30	0	0
OTHER SUBJECTS-----	21	0	7	17	0	0	35	6	0	37	2	0
TOTALS-----	403	30	31	142	24	0	189	28	2	209	17	4

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - HIGH DEGREE---	13	5.0	3	3.4	1	0.7	0	"
OTHER SCHOOLS-----	7	3.2	2	2.3	0	"	0	"
GAINFUL EMPLOYMENT-----	29	13.1	30	34.5	40	28.2	63	40.0
OTHER ACTIVITIES-----	80	30.2	20	23.0	57	40.1	20	14.3
0 (TECHNICAL EDUCATION DEGREE)-----	(13)	(5.0)	(3)	(3.4)	(1)	(0.7)	(0)	(0.0)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	ANDERSON 1	ANDERSON 2	ANDERSON 3	ANDERSON 4
HIGH SCHOOL	WREN HIGH SCHOOL	PELTON-HONEA PATH	CRESCENT HIGH	PENDLETON HIGH
PERCENT OF COMPLETED COURSES				
PASSED BY FRESHMEN-----	91.7	93.8	93.8	98.1
PERCENT OF HIGH SCHOOL				
GRADUATES ENTERING COLLEGE-----	34.0	43.3	30.1	37.5
NUMBER OF HIGH SCHOOL GRADUATES-----	200	203	143	136
NUMBER ADMITTED TO FRESHMAN CLASS-----	73	80	43	61
NUMBER OF FRESHMEN REPORTED-----	71	81	43	46
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	73	86	43	61
TOOK SUB-FRESHMAN COURSES-----	6	10	4	3
WITHDREW FROM COLLEGE-----	3	3	4	2

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	21	1	0	21	0	1	10	0	1	14	0	0
BUSINESS-----	2	0	0	21	0	7	3	0	0	11	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	2	0	0	0	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	60	9	2	60	4	11	31	3	2	61	1	0
FOREIGN LANGUAGES-----	12	2	1	7	1	2	6	0	0	6	0	0
HEALTH OCCUPATIONS-----	0	0	0	3	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	60	6	6	66	3	17	30	1	2	29	1	8
MILITARY SCIENCE-----	6	0	0	2	0	0	2	0	0	0	0	0
NATURAL SCIENCE-----	47	4	3	33	7	3	23	2	0	31	0	0
PHYSICAL AND HEALTH EDUCATION-----	0	0	2	12	0	0	6	1	0	3	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	61	9	11	65	4	9	46	1	2	40	2	0
OTHER SUBJECTS-----	20	0	0	52	3	7	22	4	3	34	0	0
TOTALS-----	206	26	25	333	22	57	180	12	10	219	9	9

NUMBER AND PERCENT OF 1985-86
GRADUATES WHO ENTERED:

	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	27	12.9	5	2.5	15	10.5	1	0.7
OTHER SCHOOLS-----	0	-	0	3.9	8	5.6	3	2.2
GAINFUL EMPLOYMENT-----	6	3.6	64	31.6	67	46.9	57	41.9
OTHER ACTIVITIES-----	101	46.3	38	18.7	10	7.0	24	17.6
0 (TECHNICAL EDUCATION DEGREE-----)	1 121	1 1.71	1 33	1 16.3	1 61	1 4.21	1 151	1 11.01

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	ANDERSON 2	ANDERSON 5	ANDERSON 5	BAMBERG 1
HIGH SCHOOL	MCDUFFIE HIGH SCHOOL	T.L. HANNA HIGH	WESTSIDE HIGH SCHOOL	BAMBERG-EHRHARDT HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	92.3	94.7	93.4	94.7
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	18.9	54.6	53.3	56.7
NUMBER OF HIGH SCHOOL GRADUATES-----	148	275	270	120
NUMBER ADMITTED TO FRESHMAN CLASS-----	28	150	144	68
NUMBER OF FRESHMEN REPORTED-----	20	136	141	61
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	20	112	110	62
TOOK SUB-FRESHMAN COURSES-----	5	22	0	12
WITHDREW FROM COLLEGE-----	1	4	5	4

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	4	2	0	43	0	4	45	1	1	19	2	2
BUSINESS-----	0	0	0	19	0	3	40	4	4	14	1	2
ELEMENTARY AND SECONDARY EDUCATION--	0	0	0	12	0	0	1	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	24	2	0	133	7	13	116	6	6	51	2	6
FOREIGN LANGUAGES-----	0	0	0	30	0	2	22	1	3	8	1	3
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	9	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE----	18	1	0	114	11	20	85	11	5	43	4	8
MILITARY SCIENCE-----	1	0	0	5	0	3	2	0	0	4	0	0
NATURAL SCIENCE-----	0	0	0	100	5	11	59	5	0	54	3	1
PHYSICAL AND HEALTH EDUCATION-----	7	1	0	24	3	9	14	0	0	18	0	1
SOCIAL SCIENCES AND SOCIAL STUDIES--	19	2	0	152	10	9	83	12	1	60	3	8
OTHER SUBJECTS-----	23	0	0	67	3	8	106	1	3	33	1	4
TOTALS-----	96	8	0	699	39	82	581	41	23	304	17	35

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	0	-	8	2.9	38	14.1	9	7.5
OTHER SCHOOLS-----	2	1.4	2	0.7	3	1.1	7	5.8
GAINFUL EMPLOYMENT-----	96	44.9	29	10.5	48	17.8	24	20.0
OTHER ACTIVITIES-----	22	14.9	46	31.3	37	13.7	12	10.0
9 (TECHNICAL EDUCATION DEGREE-----)	(11)	(7.4)	(4)	(1.5)	(21)	(7.8)	(25)	(20.8)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	DANIELS 2	BARNWELL 19	BARNWELL 20	BARNWELL 45
HIGH SCHOOL	DENMARK-DLAN HIGH	BLACKVILLE-HILDA	WILLISTON-ELKO HIGH	BARNWELL HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	88.7	92.5	86.5	93.5
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	38.9	23.2	21.4	53.4
NUMBER OF HIGH SCHOOL GRADUATES-----	72	86	42	118
NUMBER ADMITTED TO FRESHMAN CLASS-----	28	13	9	63
NUMBER OF FRESHMEN REPORTED-----	26	13	9	63
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	21	13	8	63
TOOK SUB-FRESHMAN COURSES-----	6	3	3	15
WITHDREW FROM COLLEGE-----	0	0	0	1

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	2	0	0	1	0	0	5	1	0	7	0	0
BUSINESS-----	10	0	0	3	1	1	1	0	0	9	3	3
ELEMENTARY AND SECONDARY EDUCATION-----	10	2	0	0	0	0	1	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	16	2	5	13	1	2	10	0	0	61	5	5
FOREIGN LANGUAGES-----	4	0	0	0	0	0	0	1	0	12	0	0
HEALTH OCCUPATIONS-----	2	1	0	0	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	16	6	6	13	1	2	5	1	0	49	3	3
MILITARY SCIENCE-----	1	0	0	0	0	0	1	0	0	2	0	0
NATURAL SCIENCE-----	16	1	0	0	0	1	3	3	0	34	4	4
PHYSICAL AND HEALTH EDUCATION-----	0	0	0	2	0	0	3	0	0	5	1	1
SOCIAL SCIENCES AND SOCIAL STUDIES-----	10	5	3	7	1	0	12	1	0	53	1	1
OTHER SUBJECTS-----	21	2	2	13	1	3	4	0	0	54	3	3
TOTALS-----	114	19	10	62	5	9	45	7	0	286	20	20

NUMBER AND PERCENT OF 1989-90 GRADUATES WHO ENTERED:

	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	14	16.4	2	3.6	0	-	0	-
OTHER SCHOOLS-----	0	-	0	-	1	2.4	0	-
GAINFUL EMPLOYMENT-----	21	24.7	23	41.1	19	45.2	30	28.4
OTHER ACTIVITIES-----	9	12.1	18	32.1	13	31.0	25	21.2

* (TECHNICAL EDUCATION DEGREE-----) (5) (6.5) (4) (7.1) (0) (-) (16) (13.6)

NUMBER OF ASSOCIATE DEGREE ENTRANT: COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	BEAUFORT	BEAUFORT	BEAUFORT	BERKELEY
HIGH SCHOOL	BATTERY CREEK HIGH	BEAUFORT HIGH	HILTON HEAD HIGH	BERKELEY HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	93.0	95.7	97.3	90.5
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	37.2	64.8	66.2	28.9
NUMBER OF HIGH SCHOOL GRADUATES-----	148	228	136	242
NUMBER ADMITTED TO FRESHMAN CLASS-----	55	125	90	70
NUMBER OF FRESHMEN REPORTED-----	48	112	90	58
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	51	99	47	65
TOOK SUB-FRESHMAN COURSES-----	1	2	0	20
WITHDREW FROM COLLEGE-----	1	4	0	2

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	16	0	0	12	1	5	0	0	0	12	1	0
BUSINESS-----	4	1	0	31	2	4	6	0	1	11	0	3
ELEMENTARY AND SECONDARY EDUCATION--	0	0	0	43	0	14	6	1	0	10	1	1
ENGLISH AND LANGUAGE ARTS-----	52	2	1	80	4	15	36	0	4	66	8	10
FOREIGN LANGUAGES-----	7	0	0	12	0	2	11	1	3	12	0	0
HEALTH OCCUPATIONS-----	0	0	0	0	8	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE---	26	5	2	67	5	13	33	3	2	39	11	6
MILITARY SCIENCE-----	4	0	0	12	0	0	2	0	0	5	0	0
NATURAL SCIENCE-----	20	0	0	38	4	1	29	0	3	27	4	4
PHYSICAL AND HEALTH EDUCATION-----	5	0	0	11	0	1	7	0	0	9	1	1
SOCIAL SCIENCES AND SOCIAL STUDIES--	37	2	1	94	2	6	64	1	2	65	4	4
OTHER SUBJECTS-----	16	4	1	26	1	2	23	0	1	49	2	3
TOTALS-----	187	14	5	426	19	63	217	6	16	305	32	32

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE---	0	-	7	3.1	0	-	13	5.4
OTHER SCHOOLS-----	1	0.7	4	1.8	0	-	2	0.8
GAINFUL EMPLOYMENT-----	62	41.9	87	36.2	8	5.9	103	42.6
OTHER ACTIVITIES-----	30	20.3	5	2.2	38	27.9	54	22.3
* (TECHNICAL EDUCATION DEGREE-----)	(10)	(6.2)	(13)	(5.7)	(13)	(9.6)	(12)	(5.0)

NUMBER OF ASSOCIATE DEGREE ENTRIES COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	BERKELEY	BERKELEY	BERKELEY	BERKELEY
HIGH SCHOOL	CATINHOY HIGH SCHOOL	CRUSS HIGH SCHOOL	GOOSE CREEK HIGH	HANAHAN HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	97.6	84.6	91.2	89.8
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	29.8	38.2	25.6	80.0
NUMBER OF HIGH SCHOOL GRADUATES-----	57	89	266	164
NUMBER ADMITTED TO FRESHMAN CLASS-----	17	34	68	77
NUMBER OF FRESHMEN REPORTED-----	13	34	67	68
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	12	27	67	77
TOOK SUB-FRESHMAN COURSES-----	4	2	7	9
WITHDREW FROM COLLEGE-----	0	0	3	1

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	8	0	1
ART AND MUSIC-----	0	0	0	0	2	0	10	1	0	13	1	1
BUSINESS-----	0	0	0	6	0	0	13	1	4	12	1	2
ELEMENTARY AND SECONDARY EDUCATION--	0	0	0	0	0	0	3	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	14	0	1	22	2	6	87	9	4	83	6	6
FOREIGN LANGUAGES-----	1	0	0	0	1	0	19	2	0	12	2	0
HEALTH OCCUPATIONS-----	0	0	0	1	0	0	6	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE---	6	0	2	24	3	3	52	6	3	48	11	9
MILITARY SCIENCE-----	3	0	0	5	0	0	9	0	0	1	0	0
NATURAL SCIENCE-----	3	1	0	8	1	0	32	2	1	37	7	11
PHYSICAL AND HEALTH EDUCATION-----	4	0	0	2	0	0	10	0	0	6	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	2	0	0	8	0	1	51	8	2	56	8	9
OTHER SUBJECTS-----	8	0	0	34	6	2	28	3	2	18	2	3
TOTALS-----	41	1	3	110	20	11	328	31	16	288	34	41

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	2	3.2	1	1.1	4	1.5	0	0.0
OTHER SCHOOLS-----	0	-	3	3.4	6	2.3	0	-
GAINFUL EMPLOYMENT-----	36	13.2	32	36.0	115	43.2	49	31.0
OTHER ACTIVITIES-----	2	3.0	19	21.3	73	27.4	19	12.3
0 (TECHNICAL EDUCATION DEGREE-----)	(3)	(6.3)	(1)	(1.1)	(21)	(7.9)	(16)	(10.4)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	BERKELEY	BERKELEY	BERKELEY	CALHOUN
HIGH SCHOOL	MACEDONIA HIGH	ST. STEPHEN HIGH	STRATFORD HIGH SCHOOL	CALHOUN COUNTY HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	95.0	92.7	90.7	95.2
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	17.8	34.2	37.0	37.2
NUMBER OF HIGH SCHOOL GRADUATES-----	101	79	265	121
NUMBER ADMITTED TO FRESHMAN CLASS-----	18	27	98	45
NUMBER OF FRESHMEN REPORTED-----	4	27	98	42
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	14	27	61	45
TOOK SUB-FRESHMAN COURSES-----	2	0	9	3
WITHDREW FROM COLLEGE-----	0	0	8	2

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	10	0	1	1	1	1	10	0	0	3	0	0
BUSINESS-----	10	0	0	7	0	0	15	1	0	9	3	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	1	0	0	0	0	0	1	0	0
ENGLISH AND LANGUAGE ARTS-----	16	0	0	28	4	10	62	9	0	34	3	10
FOREIGN LANGUAGES-----	2	0	1	1	0	0	8	3	0	4	0	2
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	1	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	6	2	0	27	2	7	54	7	0	35	2	5
MILITARY SCIENCE-----	1	0	0	9	1	1	4	0	0	9	0	0
NATURAL SCIENCE-----	5	0	1	14	2	2	15	3	0	23	0	0
PHYSICAL AND HEALTH EDUCATION-----	2	0	0	7	0	0	22	1	0	13	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	5	1	1	12	1	1	52	7	0	19	0	0
OTHER SUBJECTS-----	0	0	0	32	0	6	70	1	0	30	1	1
TOTALS-----	57	3	4	139	11	27	313	32	0	180	9	18

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO INTENDED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	3	3.0	3	3.8	5	1.9	3	2.5
OTHER SCHOOLS-----	2	2.0	0	-	4	3.0	6	4.1
GAINFUL EMPLOYMENT-----	49	44.1	32	40.5	106	40.0	52	43.0
OTHER ACTIVITIES-----	29	24.7	17	21.5	48	18.1	16	13.2
0 (TECHNICAL EDUCATION DEGREE-----)	(4)	(4.0)	(8)	(10.1)	(31)	(11.7)	(10)	(8.3)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	CHARLESTON	CHARLESTON	CHARLESTON	CHARLESTON
HIGH SCHOOL	BAPTIST HILL HIGH	PURKE HIGH SCHOOL	GORDON M. GARRETT	JAMES ISLAND HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	87.1	87.0	90.1	88.8
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	31.9	47.9	39.3	59.7
NUMBER OF HIGH SCHOOL GRADUATES-----	91	265	145	263
NUMBER ADMITTED TO FRESHMAN CLASS-----	29	127	87	151
NUMBER OF FRESHMEN REPORTED-----	24	69	54	144
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	29	63	57	137
TOOK SUB-FRESHMAN COURSES-----	8	24	10	0
WITHDREW FROM COLLEGE-----	3	4	2	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	19	2	2	15	2	1	8	2	1	28	0	0
BUSINESS-----	2	0	0	6	0	0	18	2	1	14	0	0
ELEMENTARY AND SECONDARY EDUCATION--	0	0	0	1	0	0	0	0	0	10	2	0
ENGLISH AND LANGUAGE ARTS-----	19	4	4	91	9	4	48	4	5	112	14	5
FOREIGN LANGUAGE-----	1	0	0	5	0	1	6	3	5	38	4	0
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	0	0	0	3	0	0
MATHEMATICS AND COMPUTER SCIENCE--	17	4	4	53	12	4	43	2	5	189	20	11
MILITARY SCIENCE-----	2	0	0	13	0	3	2	0	0	6	0	0
NATURAL SCIENCE-----	16	2	3	35	6	1	27	5	0	74	11	1
PHYSICAL AND HEALTH EDUCATION-----	19	2	2	6	0	2	8	0	0	10	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	17	2	2	35	5	0	22	3	2	104	17	1
OTHER SUBJECTS-----	9	2	2	48	12	4	27	1	3	62	5	7
TOTALS-----	121	18	19	309	46	20	200	22	22	576	73	28

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	1	1.1	0	-	3	2.1	0	-
OTHER SCHOOLS-----	6	6.6	2	0.9	0	-	6	2.4
GAINFUL EMPLOYMENT-----	31	34.1	69	33.6	54	37.2	76	30.0
OTHER ACTIVITIES-----	24	26.4	47	17.7	31	21.4	20	7.9
* (TECHNICAL EDUCATION DEGREE-----)	(9)	(9.9)	(16)	(6.0)	(20)	(13.0)	(21)	(8.3)

*NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	CHARLESTON	CHARLESTON	CHARLESTON	CHARLESTON
HIGH SCHOOL	LINCOLN HIGH SCHOOL	MIDDLETON HIGH	NORTH CHARLESTON HIGH	R. B. STALL HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	90.7	89.4	88.3	87.4
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	54.5	65.9	24.5	40.9
NUMBER OF HIGH SCHOOL GRADUATES-----	44	223	163	220
NUMBER ADMITTED TO FRESHMAN CLASS-----	24	147	40	90
NUMBER OF FRESHMEN REPORTED-----	17	120	33	90
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	20	128	20	62
TOOK SUB-FRESHMAN COURSES-----	0	29	4	6
WITHDREW FROM COLLEGE-----	0	5	1	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	0	0	0	24	2	2	0	0	0	18	3	0
BUSINESS-----	3	1	0	21	2	0	4	0	0	18	2	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	2	0	0	0	0	0	1	0	0
ENGLISH AND LANGUAGE ARTS-----	14	1	1	102	10	4	21	3	0	66	9	5
FOREIGN LANGUAGES-----	6	0	0	30	4	3	3	1	0	16	3	0
HEALTH OCCUPATIONS-----	0	0	0	2	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	11	0	0	77	19	6	11	2	0	48	12	4
MILITARY SCIENCE-----	3	0	0	9	0	0	5	0	0	13	0	0
NATURAL SCIENCE-----	5	0	0	76	11	4	10	4	0	40	12	0
PHYSICAL AND HEALTH EDUCATION-----	3	0	0	18	0	0	2	0	0	7	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	1	0	0	119	13	7	11	1	0	67	6	0
OTHER SUBJECTS-----	19	0	0	44	1	1	24	1	0	54	4	0
TOTALS-----	59	2	1	524	62	27	91	12	0	348	60	9

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	0	-	0	-	2	1.2	9	4.1
OTHER SCHOOLS-----	0	-	7	3.1	0	-	1	0.5
GAINFUL EMPLOYMENT-----	18	40.9	61	27.4	91	55.0	79	36.9
OTHER ACTIVITIES-----	2	4.7	8	3.6	30	18.4	41	18.6
0 (TECHNICAL EDUCATION DEGREE-----)	(10)	(22.7)	(20)	(9.0)	(13)	(8.0)	(18)	(8.2)

*NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 30 (CONTINUED)

SCHOOL DISTRICT	CHARLESTON	CHARLESTON	CHARLESTON	CHEROKEE
HIGH SCHOOL	ST. ANDREW'S PARISH	ST. JOHN'S HIGH	WANDO HIGH SCHOOL	BLACKSBURG HIGH
PERCENT OF COMPLETED COURSES				
PASSED BY FRESHMEN-----	84.1	91.6	92.2	91.7
PERCENT OF HIGH SCHOOL				
GRADUATES ENTERING COLLEGE-----	36.4	34.6	66.6	21.9
NUMBER OF HIGH SCHOOL GRADUATES-----	192	91	274	96
NUMBER ADMITTED TO FRESHMAN CLASS-----	68	28	188	21
NUMBER OF FRESHMEN REPORTED-----	65	26	181	19
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	62	23	147	19
TOOK SUB-FRESHMAN COURSES-----	6	8	41	0
WITHDREW FROM COLLEGE-----	6	0	4	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	17	0	6	0	0	0	29	0	6	3	0	0
BUSINESS-----	10	1	8	3	0	0	21	0	2	1	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	1	1	0	0	0	0	3	1	1	0	0	0
ENGLISH AND LANGUAGE ARTS-----	66	9	7	17	6	6	113	3	20	23	1	1
FOREIGN LANGUAGES-----	9	4	1	4	0	0	29	6	10	6	1	2
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	2	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	44	12	11	21	2	2	78	15	27	16	3	2
MILITARY SCIENCE-----	6	0	0	0	0	0	13	0	2	2	0	0
NATURAL SCIENCE-----	36	17	8	12	1	1	88	10	12	10	2	4
PHYSICAL AND HEALTH EDUCATION-----	8	0	0	20	0	0	17	1	4	7	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	74	10	4	18	2	2	126	13	11	26	3	1
OTHER SUBJECTS-----	24	2	1	23	0	0	65	0	9	31	1	2
TOTALS-----	267	56	46	118	11	11	583	49	104	122	11	12

NUMBER AND PERCENT OF 1985-86	NUMBER		PERCENT		NUMBER		PERCENT		NUMBER		PERCENT		NUMBER		PERCENT	
GRADUATES WHO ENTERED:																
TECHNICAL EDUCATION - NON DEGREE----	7		3.1		0		-		7		2.6		3		2.1	
OTHER SCHOOLS-----	0		-		0		-		0		-		0		-	
GAINFUL EMPLOYMENT-----	105		14.7		36		44.4		36		13.1		40		41.7	
OTHER ACTIVITIES-----	12		6.3		17		21.0		43		15.7		33		34.4	
0 (TECHNICAL EDUCATION DEGREE-----)	(10)		(5.2)		(4)		(4.9)		(8)		(2.9)		(2)		(2.1)	

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	CHEROKEE	CHEROKEE	CHESTER	CHESTER
HIGH SCHOOL	CHEROKEE HIGH SCHOOL	GAFFNEY SENIOR HIGH	CHESTER SENIOR HIGH	GREAT FALLS HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	85.7	84.1	95.1	87.0
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	7.7	43.6	43.8	44.8
NUMBER OF HIGH SCHOOL GRADUATES-----	13	337	260	87
NUMBER ADMITTED TO FRESHMAN CLASS-----	1	147	114	39
NUMBER OF FRESHMEN REPORTED-----	1	129	86	38
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	1	147	94	33
TOOK SUB-FRESHMAN COURSES-----	1	3	5	1
WITHDREW FROM COLLEGE-----	0	0	1	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	8	0	2	0	0
ART AND MUSIC-----	0	0	0	15	0	0	1	0	0	6	0	0
BUSINESS-----	0	0	0	0	0	0	23	0	3	4	0	1
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	1	0	0	4	0	0	1	0	0
ENGLISH AND LANGUAGE ARTS-----	3	0	0	84	2	0	105	2	4	36	4	1
FOREIGN LANGUAGES-----	0	0	0	18	0	0	6	1	0	1	1	0
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	14	0	0	6	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	0	0	0	89	7	0	68	7	3	31	6	0
MILITARY SCIENCE-----	0	0	0	0	0	0	3	0	0	4	0	0
NATURAL SCIENCE-----	1	0	0	45	3	0	44	7	1	13	6	0
PHYSICAL AND HEALTH EDUCATION-----	1	0	0	8	0	0	12	0	0	14	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	0	1	0	93	8	0	77	2	4	38	5	0
OTHER SUBJECTS-----	1	0	0	58	6	0	30	1	3	10	1	6
TOTALS-----	6	1	0	411	26	0	387	20	18	166	23	8

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	0	-	5	1.5	4	1.6	0	-
OTHER SCHOOLS-----	0	-	3	0.9	4	1.5	5	5.7
GAINFUL EMPLOYMENT-----	9	69.2	101	30.0	75	28.8	35	40.2
OTHER ACTIVITIES-----	3	23.1	81	24.0	63	24.2	8	9.2

0 (TECHNICAL EDUCATION DEGREE-----) (0) (-) (29) (8.6) (41) (16.0) (14) (16.1)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	CHESTER	CHESTERFIELD	CHESTERFIELD	CHESTERFIELD
HIGH SCHOOL	LEWISVILLE HIGH	CENTRAL HIGH SCHOOL	CHERAW HIGH SCHOOL	CHESTERFIELD HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	95.9	91.3	90.3	94.6
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	27.8	20.6	20.3	29.8
NUMBER OF HIGH SCHOOL GRADUATES-----	79	107	191	114
NUMBER ADMITTED TO FRESHMAN CLASS-----	22	22	54	34
NUMBER OF FRESHMEN REPORTED-----	22	22	51	33
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	22	16	38	25
TOOK SUB-FRESHMAN COURSES-----	0	2	2	10
WITHDREW FROM COLLEGE-----	0	2	1	1

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	2	0	0	0	0	0	0	0	0
ART AND MUSIC-----	8	0	0	7	0	0	8	0	0	24	1	0
BUSINESS-----	15	0	0	0	0	0	1	1	0	4	1	1
ELEMENTARY AND SECONDARY EDUCATION--	3	0	0	1	0	0	1	0	0	1	0	0
ENGLISH AND LANGUAGE ARTS-----	17	0	0	21	1	1	55	3	0	27	1	1
FOREIGN LANGUAGES-----	4	0	0	4	0	0	7	1	0	5	0	0
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE----	17	2	0	4	3	3	36	0	0	17	0	2
MILITARY SCIENCE-----	0	0	0	2	0	0	4	0	0	1	0	1
NATURAL SCIENCE-----	4	1	0	5	3	0	30	7	0	13	1	1
PHYSICAL AND HEALTH EDUCATION-----	0	0	0	16	1	0	15	1	0	9	0	1
SOCIAL SCIENCES AND SOCIAL STUDIES--	11	1	0	19	1	0	63	3	0	31	4	0
OTHER SUBJECTS-----	13	0	0	12	0	0	14	1	0	5	0	11
TOTALS-----	94	4	0	94	9	4	234	28	0	139	8	18

NUMBER AND PERCENT OF 1985-86
GRADUATES WHO ENTERED:

	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	0	-	1	0.9	17	8.9	14	12.3
OTHER SCHOOLS-----	0	-	4	3.7	1	0.5	2	1.8
GAINFUL EMPLOYMENT-----	47	19.5	55	51.4	96	50.3	52	45.6
OTHER ACTIVITIES-----	10	12.7	25	23.4	23	12.0	12	10.5

* (TECHNICAL EDUCATION DEGREE-----) (12) (15.2) (5) (4.7) (6) (3.1) (6) (5.3)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	CHESTERFIELD	CLARENDON 1	CLARENDON 2	CLARENDON 3
HIGH SCHOOL	MCBEE HIGH SCHOOL	SCOTT'S BRANCH HIGH	WANNING HIGH SCHOOL	EAST CLARENDON HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	89.4	92.7	84.0	82.8
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	34.4	41.9	38.7	49.2
NUMBER OF HIGH SCHOOL GRADUATES-----	61	105	199	65
NUMBER ADMITTED TO FRESHMAN CLASS-----	21	44	77	32
NUMBER OF FRESHMEN REPORTED-----	19	39	68	29
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	18	37	64	30
TOOK SUB-FRESHMAN COURSES-----	6	15	9	4
WITHDREW FROM COLLEGE-----	1	2	6	2

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	1	0	0
ART AND MUSIC-----	6	0	0	4	1	0	14	1	0	2	2	0
BUSINESS-----	5	0	0	3	0	0	4	0	0	1	0	0
ELEMENTARY AND SECONDARY EDUCATION--	1	0	0	1	0	0	6	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	19	0	1	30	1	3	76	11	1	22	6	0
FOREIGN LANGUAGES-----	1	0	0	0	0	0	2	0	0	3	1	0
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE---	10	2	3	25	5	1	46	14	1	23	4	1
MILITARY SCIENCE-----	1	0	0	9	2	0	16	0	0	0	0	0
NATURAL SCIENCE-----	7	1	2	12	0	0	17	6	0	21	4	0
PHYSICAL AND HEALTH EDUCATION-----	3	0	0	6	0	0	20	1	1	14	0	1
SOCIAL SCIENCES AND SOCIAL STUDIES--	19	4	1	12	2	4	38	9	1	18	4	0
OTHER SUBJECTS-----	8	3	0	38	0	3	47	12	1	6	3	0
TOTALS-----	84	10	7	140	11	11	284	54	5	111	23	2

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE---	10	16.4	1	1.0	0	"	0	"
OTHER SCHOOLS-----	1	1.6	0	"	4	2.0	0	"
GAINFUL EMPLOYMENT-----	23	37.7	20	19.0	87	43.7	19	29.2
OTHER ACTIVITIES-----	6	9.8	40	38.1	31	15.6	14	21.5
↳ (TECHNICAL EDUCATION DEGREE-----)	(0)	(")	(6)	(5.7)	(15)	(7.2)	(7)	(10.8)

*NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	COLLETON	COLLETON	DARLINGTON	DARLINGTON
HIGH SCHOOL	RUFFIN HIGH SCHOOL	WALTFORD HIGH	HARTSVILLE HIGH	LANAR HIGH SCHOOL
PERCENT OF COMPLETED COURSES				
PASSED BY FRESHMEN-----	88.6	88.2	95.1	84.6
PERCENT OF HIGH SCHOOL				
GRADUATES ENTERING COLLEGE-----	37.3	30.6	40.1	43.4
NUMBER OF HIGH SCHOOL GRADUATES-----	59	317	336	74
NUMBER ADMITTED TO FRESHMAN CLASS-----	22	97	166	33
NUMBER OF FRESHMEN REPORTED-----	21	97	150	29
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	7	97	166	15
TOOK SUB-FRESHMAN COURSES-----	2	13	6	2
WITHDREW FROM COLLEGE-----	1	1	2	1

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	0	0	0	11	0	0	35	1	0	1	0	0
BUSINESS-----	3	0	0	17	6	2	40	2	2	5	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	5	0	0	2	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	9	1	3	68	10	1	141	4	18	13	0	0
FOREIGN LANGUAGES-----	1	0	0	15	3	1	17	0	5	0	0	0
HEALTH OCCUPATIONS-----	0	0	0	16	8	0	9	1	2	1	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	16	4	1	80	12	11	106	10	20	14	5	2
MILITARY SCIENCE-----	3	0	1	0	0	0	3	0	0	1	0	0
NATURAL SCIENCE-----	6	2	1	47	3	12	91	2	8	7	1	0
PHYSICAL AND HEALTH EDUCATION-----	5	0	0	2	8	0	21	0	0	0	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	10	3	0	55	4	5	134	10	27	7	2	0
OTHER SUBJECTS-----	12	1	8	89	16	11	105	6	10	17	4	1
TOTALS-----	60	11	14	405	55	43	704	36	94	66	12	3

NUMBER AND PERCENT OF 1985-86

GRADUATES WHO ENrolled:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	1	1.7	0	-	29	8.6	5	6.6
OTHER SCHOOLS-----	11	18.6	9	-	8	2.4	0	-
GAINFUL EMPLOYMENT-----	19	32.2	100	31.5	76	22.5	34	44.7
OTHER ACTIVITIES-----	6	10.2	120	37.9	59	17.5	4	5.3

* (TECHNICAL EDUCATION DEGREE-----) (5) (8.6) (19) (6.0) (49) (14.5) (14) (18.4)

NUMBER OF ASSOCIATE DEGREE ENROLLING: COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	DARLINGTON	DARLINGTON	DILLON 1	DILLON 2
HIGH SCHOOL	MAYO HIGH SCHOOL	ST. JOHN'S HIGH	LAKE VIEW HIGH	DILLON HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	82.0	83.7	87.5	88.3
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	47.4	41.9	36.9	32.6
NUMBER OF HIGH SCHOOL GRADUATES-----	96	172	84	239
NUMBER ADMITTED TO FRESHMAN CLASS-----	45	72	31	78
NUMBER OF FRESHMEN REPORTED-----	39	70	26	67
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	26	72	21	65
TOOK SUB-FRESHMAN COURSES-----	17	14	0	23
WITHDREW FROM COLLEGE-----	1	3	1	1

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	1	0	0	0	0	0
ART AND MUSIC-----	14	0	3	22	4	0	4	1	0	23	2	2
BUSINESS-----	4	3	0	13	4	0	3	0	0	11	7	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	3	2	0	0	0	0	2	1	0
ENGLISH AND LANGUAGE ARTS-----	30	6	6	63	7	0	18	3	3	63	6	2
FOREIGN LANGUAGES-----	22	3	1	10	3	0	2	1	0	10	0	0
HEALTH OCCUPATIONS-----	12	7	0	7	0	0	3	0	1	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	28	7	2	35	13	0	16	4	6	47	9	7
MILITARY SCIENCE-----	0	0	0	2	0	0	0	0	0	4	0	0
NATURAL SCIENCE-----	13	3	9	24	10	0	10	0	2	35	7	2
PHYSICAL AND HEALTH EDUCATION-----	12	2	0	12	0	0	7	0	0	10	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	20	1	6	64	7	0	10	2	1	54	12	7
OTHER SUBJECTS-----	18	7	0	42	8	0	24	3	3	29	0	1
TOTALS-----	173	38	27	297	58	0	98	14	16	288	38	21

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	0	-	0	-	0	-	7	2.9
OTHER SCHOOLS-----	3	3.2	2	1.2	8	9.5	0	-
GAINFUL EMPLOYMENT-----	34	35.8	63	36.6	19	22.6	109	45.6
OTHER ACTIVITIES-----	13	13.7	35	20.3	26	31.0	45	18.8
0 (TECHNICAL EDUCATION DEGREE-----)	(12)	(12.4)	(20)	(11.6)	(9)	(10.7)	(10)	(4.2)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	DILLON 3	DORCHESTER 1	DORCHESTER 2	DORCHESTER 3
HIGH SCHOOL	LATTA HIGH SCHOOL	ST. GEORGE HIGH	SUMNERVILLE HIGH	HARLEVILLE-RIDGEVILLE
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	99.2	91.4	92.5	92.1
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	40.3	46.0	59.8	38.4
NUMBER OF HIGH SCHOOL GRADUATES-----	67	87	665	73
NUMBER ADMITTED TO FRESHMAN CLASS-----	27	40	398	28
NUMBER OF FRESHMEN REPORTED-----	26	36	389	22
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	22	37	395	28
TOOK SUB-FRESHMAN COURSES-----	8	6	11	5
WITHDREW FROM COLLEGE-----	2	0	2	1

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	1	0	0	0	0	0
ART AND MUSIC-----	7	0	0	3	0	1	59	0	0	4	0	0
BUSINESS-----	3	0	0	17	2	0	56	1	0	6	0	2
ELEMENTARY AND SECONDARY EDUCATION--	2	0	0	0	0	0	3	0	0	0	0	1
ENGLISH AND LANGUAGE ARTS-----	25	0	1	31	3	6	285	18	4	18	2	2
FOREIGN LANGUAGES-----	2	0	0	3	0	0	72	6	2	3	0	0
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	10	1	0	4	0	0
MATHEMATICS AND COMPUTER SCIENCE----	23	0	1	36	7	4	230	33	19	17	1	4
MILITARY SCIENCE-----	4	0	0	5	0	0	25	1	0	1	0	0
NATURAL SCIENCE-----	15	0	0	20	2	1	159	22	7	8	1	1
PHYSICAL AND HEALTH EDUCATION-----	5	1	0	11	0	0	45	0	1	10	1	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	17	0	1	20	2	1	261	23	15	3	0	3
OTHER SUBJECTS-----	18	0	0	23	0	0	128	3	5	9	2	2
TOTALS-----	119	1	3	169	16	13	1334	108	83	82	7	18

NUMBER AND PERCENT OF 1985-86
GRADUATES WHO ENTERED:

	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	0	-	1	1.1	24	3.6	1	1.4
OTHER SCHOOL-----	2	2.0	0	-	15	2.3	5	6.8
PROF. EMPLOYMENT-----	32	47.8	21	29.9	132	19.8	21	28.8
OTHER ACTIVITIES-----	6	9.0	20	23.0	96	14.4	18	24.7

0 (TECHNICAL EDUCATION DEGREE-----) 1 43 1 6.1 1 121 1 13.81 1 561 1 8.4 1 163 1 21.9

NUMBER OF ASSOCIATE DEGREE ENTRIES COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	EDGEFIELD	FAIRFIELD	FAIRFIELD	FLORENCE 1
HIGH SCHOOL	STROM THURMOND HIGH	WCCROREY-LISTON HIGH	WINNSBORO HIGH	SOUTH FLORENCE HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	89.2	-	87.3	93.7
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	27.7	7.4	12.2	48.4
NUMBER OF HIGH SCHOOL GRADUATES-----	206	27	188	320
NUMBER ADMITTED TO FRESHMAN CLASS-----	57	2	23	155
NUMBER OF FRESHMEN REPORTED-----	62	8	23	143
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	62	2	23	121
TOOK SUB-FRESHMAN COURSES-----	0	0	0	0
WITHDREW FROM COLLEGE-----	1	0	0	3
COURSE TITLE	NO PASSED FAILED CREDIT	NO PASSED FAILED CREDIT	NO PASSED FAILED CREDIT	NO PASSED FAILED CREDIT
AGRICULTURE-----	0 0 0	0 0 0	0 0 0	2 0 0
ART AND MUSIC-----	8 0 0	0 0 0	13 2 1	39 1 0
BUSINESS-----	18 1 0	0 0 0	3 0 0	43 3 4
ELEMENTARY AND SECONDARY EDUCATION--	6 0 0	0 0 0	1 0 0	4 0 1
ENGLISH AND LANGUAGE ARTS-----	57 6 0	0 0 0	28 0 0	139 9 6
FOREIGN LANGUAGES-----	3 2 0	0 0 0	7 0 0	24 0 1
HEALTH OCCUPATIONS-----	3 0 0	0 0 0	1 0 0	7 3 1
MATHEMATICS AND COMPUTER SCIENCE----	51 11 0	0 0 0	20 6 1	84 0 30
MILITARY SCIENCE-----	10 0 0	0 0 0	0 0 0	9 0 1
NATURAL SCIENCE-----	10 0 0	0 0 0	7 4 2	72 6 26
PHYSICAL AND HEALTH EDUCATION-----	9 0 0	0 0 0	2 0 0	26 0 4
SOCIAL SCIENCES AND SOCIAL STUDIES--	47 8 0	0 0 0	13 3 0	136 11 29
OTHER SUBJECTS-----	36 4 3	0 0 0	22 2 0	82 2 11
TOTALS-----	263 32 3	0 0 0	117 17 4	637 43 122
NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER PERCENT	NUMBER PERCENT	NUMBER PERCENT	NUMBER PERCENT
TECHNICAL EDUCATION - NON DEGREE----	12 5.8	0 -	12 8.4	46 14.4
OTHER SCHOOLS-----	11 6.3	3 11.1	0 -	3 0.9
GAINFUL EMPLOYMENT-----	13 6.3	16 59.3	0 -	92 28.8
OTHER ACTIVITIES-----	113 44.6	8 22.2	153 81.4	24 7.6
0 (TECHNICAL EDUCATION DEGREE)-----	(12) (5.8)	(0) (-)	(12) (8.4)	(46) (14.4)

NUMBER OF ASSOCIATE DEGREE ENTRANTS: COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	FLORENCE 1	FLORENCE 1	FLORENCE 2	FLORENCE 3
HIGH SCHOOL	WEST FLORENCE HIGH	WILSON HIGH SCHOOL	HANNAH-PAMPLICO HIGH	LAKE CITY HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	92.0	100.0	96.3	81.0
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	84.0	77.0	53.3	34.0
NUMBER OF HIGH SCHOOL GRADUATES-----	250	257	87	247
NUMBER ADMITTED TO FRESHMAN CLASS-----	212	200	29	84
NUMBER OF FRESHMEN REPORTED-----	170	109	27	79
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	140	109	22	52
TOOK SUB-FRESHMAN COURSES-----	8	5	1	5
WITHDREW FROM COLLEGE-----	4	0	0	2

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	26	0	4	24	0	5	9	0	0	4	1	0
BUSINESS-----	29	5	4	28	0	4	0	0	0	3	0	0
ELEMENTARY AND SECONDARY EDUCATION--	5	0	0	0	0	0	4	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	147	6	11	73	0	0	28	2	1	42	11	1
FOREIGN LANGUAGES-----	21	0	3	5	0	1	5	0	0	4	0	0
HEALTH OCCUPATIONS-----	2	0	0	8	0	0	0	0	0	3	0	0
MATHEMATICS AND COMPUTER SCIENCE---	92	11	20	57	0	5	21	2	2	37	15	0
MILITARY SCIENCE-----	4	0	0	5	0	0	3	0	0	3	0	0
NATURAL SCIENCE-----	134	5	15	26	0	10	21	0	3	34	10	2
PHYSICAL AND HEALTH EDUCATION-----	14	2	0	2	0	0	6	0	1	12	0	1
SOCIAL SCIENCES AND SOCIAL STUDIES--	92	6	7	55	0	10	22	1	2	38	10	3
OTHER SUBJECTS-----	40	12	0	99	0	1	11	0	0	37	4	4
TOTALS-----	606	47	80	339	0	44	129	5	9	210	51	11

NUMBER AND PERCENT OF 1965-66 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	0	-	0	-	8	9.2	0	-
OTHER SCHOOLS-----	0	-	25	9.7	0	-	0	-
GAINFUL EMPLOYMENT-----	38	15.2	11	4.3	29	33.3	74	30.0
OTHER ACTIVITIES-----	0	-	21	8.2	21	24.1	89	36.0

* (TECHNICAL EDUCATION DEGREE-----) (50) (23.2) (80) (31.1) (0) (-) (24) (10.5)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	FLORENCE 4	FLORENCE 5	GEORGETOWN	GEORGETOWN
HIGH SCHOOL	TIMMONSVILLE HIGH	JOHNSONVILLE HIGH	ANDREWS HIGH SCHOOL	CHOPPEE HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	91.7	99.1	91.4	98.7
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	28.0	35.7	34.9	33.3
NUMBER OF HIGH SCHOOL GRADUATES-----	72	70	106	60
NUMBER ADMITTED TO FRESHMAN CLASS-----	18	25	37	20
NUMBER OF FRESHMEN REPORTED-----	4	25	36	13
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	18	19	36	13
TOOK SUB-FRESHMAN COURSES-----	2	1	18	7
WITHDREW FROM COLLEGE-----	0	0	1	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	0	0	0	8	0	0	7	0	0	11	0	0
BUSINESS-----	0	0	0	4	0	0	8	0	0	1	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	0	0	0	2	0	0	2	0	0
ENGLISH AND LANGUAGE ARTS-----	2	0	0	20	0	0	25	2	10	6	0	5
FOREIGN LANGUAGES-----	1	0	0	2	0	0	4	0	0	1	0	0
HEALTH OCCUPATIONS-----	0	0	0	4	0	0	0	0	0	2	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	3	0	0	17	0	8	20	3	5	11	0	0
MILITARY SCIENCE-----	0	0	0	0	0	0	1	0	1	7	0	0
NATURAL SCIENCE-----	1	1	0	23	0	3	11	0	2	8	0	0
PHYSICAL AND HEALTH EDUCATION-----	0	0	0	1	0	0	6	0	0	3	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	2	0	0	19	0	1	23	6	0	8	0	0
OTHER SUBJECTS-----	2	0	0	11	1	2	21	1	2	14	1	7
TOTALS-----	11	1	0	109	1	14	128	12	20	78	1	12

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	0	-	0	-	2	1.9	3	3.0
OTHER SCHOOLS-----	10	13.9	0	-	0	-	1	1.7
GAINFUL EMPLOYMENT-----	32	44.4	31	44.3	49	46.2	21	35.0
OTHER ACTIVITIES-----	12	16.7	14	20.0	18	17.0	15	25.0

0 (TECHNICAL EDUCATION DEGREE-----) (0) (0.0) (0) (0.0) (2) (1.9) (0) (0.0)

*NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	GEORGETOWN	GEORGETOWN	GREENVILLE	GREENVILLE
HIGH SCHOOL	GEORGETOWN HIGH	PLEASANT HILL HIGH	BEREA HIGH SCHOOL	BLUE RIDGE HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	85.7	97.4	91.8	91.0
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	49.2	58.1	47.2	37.8
NUMBER OF HIGH SCHOOL GRADUATES-----	202	43	214	98
NUMBER ADMITTED TO FRESHMAN CLASS-----	129	25	101	37
NUMBER OF FRESHMEN REPORTED-----	99	25	95	37
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	108	25	73	27
TOOK SUB-FRESHMAN COURSES-----	24	2	0	0
WITHDREW FROM COLLEGE-----	7	1	1	1

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	5	0	0	0	0	0	0	0	0
ART AND MUSIC-----	11	1	3	4	0	0	29	0	0	12	0	0
BUSINESS-----	21	2	0	3	0	1	8	0	0	7	1	0
ELEMENTARY AND SECONDARY EDUCATION-----	6	2	0	2	0	0	0	0	0	1	0	0
ENGLISH AND LANGUAGE ARTS-----	73	12	4	21	1	2	76	6	2	25	2	0
FOREIGN LANGUAGES-----	10	1	0	1	0	0	14	0	0	7	0	0
HEALTH OCCUPATIONS-----	7	0	0	0	0	1	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	49	11	0	22	1	2	80	11	1	30	3	0
MILITARY SCIENCE-----	1	0	1	2	0	0	10	0	0	5	1	0
NATURAL SCIENCE-----	63	0	3	18	1	1	39	3	1	21	0	0
PHYSICAL AND HEALTH EDUCATION-----	10	0	0	0	0	0	13	1	0	4	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	52	14	1	14	0	0	52	3	1	28	0	0
OTHER SUBJECTS-----	37	3	0	22	0	2	43	1	0	41	11	1
TOTALS-----	330	55	21	114	3	9	334	38	5	183	18	1

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	11	4.2	2	4.7	5	2.3	5	8.1
OTHER SCHOOLS-----	7	2.7	0	-	4	1.0	2	2.8
GAINFUL EMPLOYMENT-----	103	39.3	14	32.6	56	28.2	39	39.8
OTHER ACTIVITIES-----	12	4.6	2	4.7	48	22.4	15	15.3
9 (TECHNICAL EDUCATION DEGREE-----)	(13)	(5.0)	(7)	(16.3)	(28)	(13.1)	(10)	(10.2)

*NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	GREENVILLE	GREENVILLE	GREENVILLE	GREENVILLE
HIGH SCHOOL	CAROLINA HIGH SCHOOL	EASTSIDE HIGH SCHOOL	GREENVILLE HIGH	GREER HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	97.0	93.0	93.6	91.1
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	23.7	74.2	46.1	70.7
NUMBER OF HIGH SCHOOL GRADUATES-----	186	306	191	147
NUMBER ADMITTED TO FRESHMAN CLASS-----	44	227	88	104
NUMBER OF FRESHMEN REPORTED-----	38	184	71	101
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	38	183	71	75
TOOK SUB-FRESHMAN COURSES-----	15	0	5	8
WITHDREW FROM COLLEGE-----	2	0	6	3

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	12	0	0	42	1	7	13	0	0	14	0	0
BUSINESS-----	14	0	0	17	2	0	12	0	1	19	1	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	2	0	0	0	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	44	0	4	150	2	14	68	2	4	88	2	2
FOREIGN LANGUAGES-----	4	0	0	41	2	5	17	0	0	8	1	0
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	0	0	0	4	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	30	0	5	116	25	21	41	7	7	86	14	0
MILITARY SCIENCE-----	0	0	0	7	0	0	2	2	0	0	0	0
NATURAL SCIENCE-----	24	1	0	82	6	6	33	5	1	22	3	0
PHYSICAL AND HEALTH EDUCATION-----	14	0	0	13	0	0	12	0	0	7	1	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	31	2	1	152	7	18	67	3	5	77	7	2
OTHER SUBJECTS-----	26	2	5	98	5	9	31	1	0	32	3	1
TOTALS-----	198	5	15	720	50	80	294	20	18	327	32	5

NUMBER AND PERCENT OF 1985-86
GRADUATES WHO ENTERED:

	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	22	31.8	31	10.1	25	13.1	8	5.4
OTHER SCHOOLS-----	0	-	2	0.7	0	-	2	1.4
GAINFUL EMPLOYMENT-----	40	52.7	9	2.9	74	38.7	32	21.8
OTHER ACTIVITIES-----	22	31.8	37	12.1	4	2.1	1	0.7
* (TECHNICAL EDUCATION DEGREE-----)	(61)	(3.2)	(22)	(7.2)	(10)	(5.2)	(24)	(16.3)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	GREENVILLE			GREENVILLE			GREENVILLE			GREENVILLE		
HIGH SCHOOL	HILLCREST HIGH SCHOOL			J. L. MANN HIGH			MAULDIN HIGH SCHOOL			RIVERSIDE HIGH		
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----												
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----												
NUMBER OF HIGH SCHOOL GRADUATES-----												
NUMBER ADMITTED TO FRESHMAN CLASS-----												
NUMBER OF FRESHMEN REPORTED-----												
NUMBER OF FRESHMEN REPORTED WHO:												
WENT IN STATE-----												
TOOK SUB-FRESHMAN COURSES-----												
WITHDREW FROM COLLEGE-----												
COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	4	1	0	1	0	0	0	0	0	0	0	0
ART AND MUSIC-----	27	8	0	25	8	2	17	0	1	35	8	1
BUSINESS-----	84	0	4	18	9	1	22	11	5	12	1	0
ELEMENTARY AND SECONDARY EDUCATION-----	6	1	1	0	0	0	1	0	0	0	2	0
ENGLISH AND LANGUAGE ARTS-----	119	4	2	122	8	9	114	8	8	109	2	9
FOREIGN LANGUAGES-----	26	8	2	35	0	1	21	0	3	30	2	2
HEALTH OCCUPATIONS-----	2	0	0	3	0	0	8	0	0	0	0	1
MATHEMATICS AND COMPUTER SCIENCE-----	81	14	3	110	17	8	98	17	23	93	9	17
MILITARY SCIENCE-----	2	0	0	8	0	0	4	0	0	4	0	0
NATURAL SCIENCE-----	87	8	0	64	2	5	70	3	7	51	2	6
PHYSICAL AND HEALTH EDUCATION-----	69	0	0	19	0	2	8	0	0	17	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	48	2	0	107	11	9	145	6	18	164	14	12
OTHER SUBJECTS-----	3	0	0	68	10	6	48	2	3	85	7	4
TOTALS-----	538	47	12	580	60	43	553	44	65	650	46	82
NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:												
	NUMBER	PERCENT		NUMBER	PERCENT		NUMBER	PERCENT		NUMBER	PERCENT	
TECHNICAL EDUCATION - NON DEGREE-----	8	3.3		18	8.1		24	8.8		17	8.6	
OTHER SCHOOLS-----	1	0.4		4	1.8		0	-		1	0.4	
GAINFUL EMPLOYMENT-----	92	36.2		40	17.9		83	30.3		50	19.3	
OTHER ACTIVITIES-----	8	3.3		9	4.0		0	-		8	3.1	
0 TECHNICAL EDUCATION DEGREE-----	(24)	(14.1)		(4)	(1.6)		(29)	(10.6)		(11)	(5.4)	
NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."												

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	GREENVILLE	GREENVILLE	GREENVILLE	GREENVILLE
HIGH SCHOOL	SOUTHSIDE HIGH SCHOOL	TRAVELERS REST HIGH	WADE HAMPTON HIGH	WOODMONT HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	92.3	94.7	95.3	96.1
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	20.5	30.0	83.6	37.2
NUMBER OF HIGH SCHOOL GRADUATES-----	117	220	286	156
NUMBER ADMITTED TO FRESHMAN CLASS-----	24	86	239	58
NUMBER OF FRESHMEN REPORTED-----	18	62	224	58
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	22	57	121	58
TOOK SUB-FRESHMAN COURSES-----	3	6	4	11
WITHDREW FROM COLLEGE-----	0	2	2	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	18	0	0	16	1	2	53	2	0	13	0	1
BUSINESS-----	6	0	0	2	0	2	39	2	0	6	1	0
ELEMENTARY AND SECONDARY EDUCATION-----	5	0	0	2	0	0	4	3	0	3	0	0
ENGLISH AND LANGUAGE ARTS-----	25	1	1	51	1	3	174	7	1	59	1	3
FOREIGN LANGUAGES-----	6	1	1	19	0	0	39	0	0	5	0	1
HEALTH OCCUPATIONS-----	0	0	0	1	0	0	0	0	0	7	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	17	2	0	34	9	7	109	8	7	53	3	2
MILITARY SCIENCE-----	2	0	0	4	0	0	4	0	0	2	0	0
NATURAL SCIENCE-----	12	2	1	26	0	7	67	8	4	43	2	0
PHYSICAL AND HEALTH EDUCATION-----	4	0	0	24	0	1	26	2	0	12	1	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	15	2	0	70	4	5	184	11	7	57	3	1
OTHER SUBJECTS-----	10	2	0	21	0	3	59	2	0	81	3	2
TOTALS-----	120	10	3	270	15	30	758	37	19	341	14	10

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	2	1.7	18	8.2	5	1.7	27	17.3
OTHER SCHOOLS-----	1	0.6	2	0.9	2	0.7	2	1.3
GAINFUL EMPLOYMENT-----	62	13.0	116	52.7	22	7.7	62	39.7
OTHER ACTIVITIES-----	28	13.6	18	8.2	18	6.3	7	4.5
* (TECHNICAL EDUCATION DEGREE-----)	(19)	(16.2)	(61)	(2.7)	(54)	(20.6)	(13)	(8.3)

*NUMBER OF ASSOCIATE DEGREE ENTRANTS: COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	GREENWOOD 50	GREENWOOD 51	GREENWOOD 52	HAMPTON 1
HIGH SCHOOL	GREENWOOD HIGH	WART SMOALS HIGH	NINETY SIX HIGH	WADE HAMPTON HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	95.3	93.6	96.6	93.7
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	58.8	38.8	38.7	44.6
NUMBER OF HIGH SCHOOL GRADUATES-----	627	80	106	139
NUMBER ADMITTED TO FRESHMAN CLASS-----	310	31	41	62
NUMBER OF FRESHMEN REPORTED-----	288	30	32	58
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	282	31	41	60
TOOK SUB-FRESHMAN COURSES-----	12	6	13	8
WITHDREW FROM COLLEGE-----	18	2	9	1

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	8	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	84	1	3	7	0	0	7	1	1	10	0	0
BUSINESS-----	26	1	0	6	0	0	6	0	2	10	1	1
ELEMENTARY AND SECONDARY EDUCATION--	15	1	0	0	0	0	36	1	8	2	1	0
ENGLISH AND LANGUAGE ARTS-----	335	17	21	29	2	2	5	0	0	49	2	13
FOREIGN LANGUAGES-----	29	0	1	5	0	0	0	0	0	11	2	1
HEALTH OCCUPATIONS-----	1	0	0	13	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE---	172	15	19	13	5	2	29	0	10	37	6	11
MILITARY SCIENCE-----	8	0	2	3	0	0	0	0	0	5	0	0
NATURAL SCIENCE-----	135	8	11	10	1	2	18	0	7	29	2	2
PHYSICAL AND HEALTH EDUCATION-----	37	1	0	9	0	0	2	0	1	4	0	1
SOCIAL SCIENCES AND SOCIAL STUDIES--	236	8	18	21	1	1	21	2	8	56	3	6
OTHER SUBJECTS-----	81	0	4	31	1	0	50	2	11	26	0	8
TOTALS-----	1119	55	79	147	10	7	173	6	48	239	16	43

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE---	57	10.2	1	1.3	4	3.8	0	-
OTHER SCHOOLS-----	2	0.4	1	1.3	5	4.7	0	-
GAINFUL EMPLOYMENT-----	151	26.7	38	47.5	47	44.3	31	36.7
OTHER ACTIVITIES-----	7	1.2	9	11.3	9	8.5	26	18.7

0 (TECHNICAL EDUCATION DEGREE-----) (67) (12.7) (11) (13.8) (10) (9.4) (11) (7.9)

NUMBER OF ASSOCIATE DEGREE ENTRANTS: EQUATED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	HAMPTON 2	HORRY	HORRY	HORRY
HIGH SCHOOL	ESTILL HIGH SCHOOL	AYNOR HIGH SCHOOL	CONWAY HIGH SCHOOL	GREEN SEA FLOYS
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	92.5	84.1	89.1	89.6
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	50.0	24.6	82.5	47.1
NUMBER OF HIGH SCHOOL GRADUATES-----	56	69	318	102
NUMBER ADMITTED TO FRESHMAN CLASS-----	28	17	197	48
NUMBER OF FRESHMEN REPORTED-----	28	17	197	41
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	14	16	139	44
TOOK SUB-FRESHMAN COURSES-----	0	0	54	10
WITHDREW FROM COLLEGE-----	0	1	10	3

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	3	0	0	4	2	0
ART AND MUSIC-----	1	0	0	1	0	0	28	3	5	8	1	0
BUSINESS-----	22	0	0	8	2	2	20	3	11	14	1	3
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	1	0	0	14	0	0	2	0	0
ENGLISH AND LANGUAGE ARTS-----	21	2	0	23	3	0	91	9	57	32	2	12
FOREIGN LANGUAGES-----	1	0	0	1	0	0	13	0	6	2	0	0
HEALTH OCCUPATIONS-----	0	0	0	7	0	0	8	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	21	4	0	23	3	2	49	13	53	23	2	4
MILITARY SCIENCE-----	2	0	0	0	0	0	7	0	0	2	0	0
NATURAL SCIENCE-----	4	0	0	14	4	0	71	13	6	20	8	1
PHYSICAL AND HEALTH EDUCATION-----	8	0	0	1	0	0	5	1	0	6	0	1
SOCIAL SCIENCES AND SOCIAL STUDIES-----	11	3	0	21	5	0	123	16	24	26	1	3
OTHER SUBJECTS-----	20	0	0	11	4	0	59	2	5	24	2	1
TOTALS-----	111	9	0	111	21	4	491	60	167	163	19	25

NUMBER AND PERCENT OF 1982-83
GRADUATES WHO ENTERED:

	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	0	-	12	17.4	0	-	6	5.9
OTHER SCHOOLS-----	0	-	2	2.9	1	0.3	1	1.0
GAINFUL EMPLOYMENT-----	17	30.4	30	43.5	44	15.2	32	31.4
OTHER ACTIVITIES-----	11	19.6	8	11.6	69	21.9	15	14.7
0 (TECHNICAL EDUCATION DEGREE-----)	(10)	(17.4)	(0)	(-)	(73)	(23.2)	(14)	(13.7)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	HORRY	HORRY	HORRY	HORRY
HIGH SCHOOL	LOWES HIGH SCHOOL	MYRTLE BEACH HIGH	NORTH MYRTLE BEACH	SOCASSEE HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	91.2	79.8	92.8	91.0
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	34.9	48.8	46.6	69.6
NUMBER OF HIGH SCHOOL GRADUATES-----	126	215	146	286
NUMBER ADMITTED TO FRESHMAN CLASS-----	44	105	68	199
NUMBER OF FRESHMEN REPORTED-----	44	79	68	186
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	44	105	67	184
TOOK SUB-FRESHMAN COURSES-----	6	5	16	48
WITHDREW FROM COLLEGE-----	2	0	7	3

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	12	0	1	12	10	0	22	0	5	20	2	2
BUSINESS-----	20	0	0	12	3	0	3	0	1	31	1	0
ELEMENTARY AND SECONDARY EDUCATION-----	2	0	0	4	1	0	2	0	0	5	1	0
ENGLISH AND LANGUAGE ARTS-----	43	2	0	85	17	5	48	5	20	138	3	3
FOREIGN LANGUAGES-----	7	0	0	11	1	1	7	2	4	29	3	2
HEALTH OCCUPATIONS-----	0	1	0	1	0	0	6	0	3	10	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	25	7	1	62	28	4	50	3	24	98	20	22
MILITARY SCIENCE-----	5	6	0	6	2	0	0	0	3	9	0	0
NATURAL SCIENCE-----	17	2	2	37	7	1	31	4	6	85	19	1
PHYSICAL AND HEALTH EDUCATION-----	9	0	0	8	1	0	11	0	4	16	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	24	4	3	82	17	5	59	5	15	172	14	1
OTHER SUBJECTS-----	23	2	1	0	0	0	32	2	13	74	3	3
TOTALS-----	187	18	8	323	87	16	269	21	98	686	68	34

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	7	5.2	0	-	0	-	6	2.1
OTHER SCHOOLS-----	1	0.2	20	9.3	5	6.2	4	1.4
GAINFUL EMPLOYMENT-----	40	21.7	73	34.0	59	40.4	62	21.7
OTHER ACTIVITIES-----	34	27.0	17	7.9	10	6.8	15	5.2
* (TECHNICAL EDUCATION DEGREE-----)	(101)	(7.9)	(171)	(7.9)	(181)	(12.3)	(161)	(5.6)

NUMBER OF ASSOCIATE DEGREE ENTRANT: COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	JASPER	JASPER	KERSHAW	KERSHAW
HIGH SCHOOL	RIDGELAND HIGH	WEST HANDEEVILLE	BETHUNE HIGH	CAMDEN HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	97.0	98.1	81.6	91.7
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	38.8	32.7	34.4	52.3
NUMBER OF HIGH SCHOOL GRADUATES-----	120	49	32	256
NUMBER ADMITTED TO FRESHMAN CLASS-----	43	16	11	134
NUMBER OF FRESHMEN REPORTED-----	29	15	10	105
NUMBER IF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	20	10	11	105
TOOK SUB-FRESHMAN COURSES-----	7	0	0	10
WITHDREW FROM COLLEGE-----	0	0	0	8

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	3	0	1	7	0	0	4	0	0	27	3	0
BUSINESS-----	0	0	1	2	0	0	0	0	0	9	0	0
ELEMENTARY AND SECONDARY EDUCATION--	0	0	0	0	0	0	0	0	0	2	0	0
ENGLISH AND LANGUAGE ARTS-----	10	2	2	11	0	0	9	2	0	101	4	0
FOREIGN LANGUAGES-----	6	0	0	0	0	0	0	1	0	26	3	0
HEALTH OCCUPATIONS-----	6	0	0	0	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE----	16	0	2	8	0	0	1	3	2	73	14	0
MILITARY SCIENCE-----	4	0	4	3	0	0	0	0	0	20	0	0
NATURAL SCIENCE-----	6	0	0	4	0	0	9	0	0	83	13	0
PHYSICAL AND HEALTH EDUCATION-----	8	0	0	2	0	0	2	0	0	19	1	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	2	0	0	3	0	0	10	3	2	107	6	0
OTHER SUBJECTS-----	16	0	2	12	1	0	5	0	0	8	0	0
TOTALS-----	66	2	12	52	1	0	40	9	4	473	43	0

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	0	-	0	-	2	6.3	4	1.6
OTHER SCHOOLS-----	0	-	0	-	2	6.3	9	3.5
GAINFUL EMPLOYMENT-----	26	46.7	31	63.3	11	34.4	44	17.2
OTHER ACTIVITIES-----	21	17.5	2	4.1	6	18.8	65	25.4
0 (TECHNICAL EDUCATION DEGREE-----)	(13)	(10.8)	(6)	(12.2)	(0)	(-)	(12)	(4.7)

0 NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	BERSHAW	BERSHAW	LANCASTER	LANCASTER
HIGH SCHOOL	LUGOFF-ELGIN HIGH	NORTH CENTRAL HIGH	ANDREW JACKSON HIGH	BUMFORD HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	92.9	98.9	97.8	91.8
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	43.5	22.4	56.1	29.2
NUMBER OF HIGH SCHOOL GRADUATES-----	161	76	114	72
NUMBER ADMITTED TO FRESHMAN CLASS-----	70	17	64	21
NUMBER OF FRESHMEN REPORTED-----	61	17	61	21
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	63	17	64	12
TOOK SUB-FRESHMAN COURSES-----	7	1	3	2
WITHDREW FROM COLLEGE-----	2	0	1	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	1	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	7	2	5	0	0	1	9	0	1	4	0	0
BUSINESS-----	0	0	0	13	0	0	22	0	1	1	0	0
ELEMENTARY AND SECONDARY EDUCATION--	0	0	0	0	0	0	1	0	0	2	0	0
ENGLISH AND LANGUAGE ARTS-----	43	3	8	21	0	0	59	0	2	18	1	0
FOREIGN LANGUAGES-----	12	0	0	4	0	0	2	0	0	1	0	0
HEALTH OCCUPATIONS-----	3	0	0	0	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE---	38	2	7	13	1	1	55	1	0	18	2	0
MILITARY SCIENCE-----	1	0	0	0	0	0	1	0	0	2	0	0
NATURAL SCIENCE-----	27	2	11	13	0	2	23	2	0	6	0	0
PHYSICAL AND HEALTH EDUCATION-----	4	1	0	0	0	0	24	1	0	3	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	53	7	7	18	0	0	61	3	1	12	3	0
OTHER SUBJECTS-----	27	0	0	6	0	0	49	1	2	6	0	0
TOTALS-----	222	17	38	88	1	4	306	8	7	68	6	0

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	0	-	1	1.3	8	7.0	9	12.6
OTHER SCHOOLS-----	5	3.1	2	2.6	5	4.4	1	1.4
GAINFUL EMPLOYMENT-----	38	23.6	42	55.3	32	28.1	33	45.8
OTHER ACTIVITIES-----	48	29.8	14	18.4	5	4.4	8	11.1
• (TECHNICAL EDUCATION DEGREE-----)	(11)	(6.8)	(0)	(-)	(13)	(11.4)	(8)	(11.1)

• NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	LANCASTER			LANCASTER			LAURENS SS			LAURENS SS		
HIGH SCHOOL	INDIAN LAND HIGH			LANCASTER HIGH			LAURENS DISTRICT SS			CLINTON HIGH SCHOOL		
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	91.9			92.8			93.7			88.9		
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	92.2			91.8			93.6			90.7		
NUMBER OF HIGH SCHOOL GRADUATES-----	64			354			280			214		
NUMBER ADMITTED TO FRESHMAN CLASS-----	27			148			122			87		
NUMBER OF FRESHMEN REPORTED-----	22			146			116			86		
NUMBER OF FRESHMEN REPORTED WHO:												
WENT IN STATE-----	21			145			83			82		
TOOK SUB-FRESHMAN COURSES-----	1			24			0			45		
WITHDREW FROM COLLEGE-----	0			1			2			4		
COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	2	0	0	34	2	3	19	0	3	22	2	2
BUSINESS-----	4	0	0	35	1	4	8	1	5	8	1	1
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	5	0	0	0	1	0	1	0	0
ENGLISH AND LANGUAGE ARTS-----	19	2	0	150	6	2	108	3	10	69	7	11
FOREIGN LANGUAGES-----	2	0	0	20	0	1	17	0	0	11	4	3
HEALTH OCCUPATIONS-----	0	0	0	3	0	0	27	1	0	3	0	1
MATHEMATICS AND COMPUTER SCIENCE-----	17	3	0	92	11	13	86	6	14	85	9	8
MILITARY SCIENCE-----	2	0	0	5	0	0	10	1	0	11	1	0
NATURAL SCIENCE-----	3	1	0	81	5	5	62	5	14	40	3	4
PHYSICAL AND HEALTH EDUCATION-----	2	0	0	40	2	1	20	0	0	13	1	1
SOCIAL SCIENCES AND SOCIAL STUDIES-----	24	2	1	142	21	8	95	8	12	94	6	10
OTHER SUBJECTS-----	13	0	0	47	3	6	60	9	11	33	7	0
TOTALS-----	91	8	1	654	51	43	520	35	69	320	40	41
NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER PERCENT		NUMBER PERCENT		NUMBER PERCENT		NUMBER PERCENT		NUMBER PERCENT		NUMBER PERCENT	
TECHNICAL EDUCATION - NON DEGREE----	0	-	1	0.3	3	1.1	18	8.4				
OTHER SCHOOLS-----	1	1.0	7	2.0	7	2.5	3	1.4				
GAINFUL EMPLOYMENT-----	32	20.0	91	25.7	115	41.1	89	41.6				
OTHER ACTIVITIES-----	4	6.3	107	30.2	33	11.8	17	7.9				
U (TECHNICAL EDUCATION DEGREE)-----	(6)	(9.4)	(22)	(6.2)	(25)	(8.9)	(2)	(0.9)				
NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."												

*NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	LFE	LLE	LEXINGTON I	LEXINGTON I
HIGH SCHOOL	BISHOPVILLE HIGH	MOUNT PLEASANT HIGH	GILBERT HIGH SCHOOL	LEXINGTON HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	92.5	91.3	95.5	91.7
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	30.1	31.3	42.9	55.3
NUMBER OF HIGH SCHOOL GRADUATES-----	103	67	98	371
NUMBER ADMITTED TO FRESHMAN CLASS-----	31	21	42	205
NUMBER OF FRESHMEN REPORTED-----	29	21	42	193
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	28	18	42	205
TOOK SUB-FRESHMAN COURSES-----	0	5	0	8
WITHDREW FROM COLLEGE-----	2	1	0	5

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	1	0	0
ART AND MUSIC-----	2	2	0	4	2	0	11	0	0	60	1	0
BUSINESS-----	1	1	0	1	0	0	4	0	0	40	1	3
ELEMENTARY AND SECONDARY EDUCATION-----	1	0	0	5	1	0	0	0	0	1	0	0
ENGLISH AND LANGUAGE ARTS-----	39	4	1	29	0	1	35	4	2	185	20	7
FOREIGN LANGUAGES-----	4	0	0	4	0	0	6	0	0	43	2	2
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	4	0	0	3	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	22	2	0	22	5	2	32	1	3	115	27	18
MILITARY SCIENCE-----	3	0	1	3	1	0	1	0	0	14	0	2
NATURAL SCIENCE-----	12	0	2	8	1	0	10	0	1	101	4	13
PHYSICAL AND HEALTH EDUCATION-----	10	0	0	7	0	0	3	0	0	32	1	1
SOCIAL SCIENCES AND SOCIAL STUDIES-----	28	2	0	15	1	1	47	0	0	203	18	8
OTHER SUBJECTS-----	25	1	2	20	0	0	31	4	0	95	8	3
TOTALS-----	147	12	6	115	11	4	192	9	6	803	81	67

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	9	2.7	0	-	0	-	8	2.2
OTHER SCHOOLS-----	5	4.9	0	-	1	1.0	6	1.6
GAINFUL EMPLOYMENT-----	45	43.7	15	22.4	47	48.0	140	37.7
OTHER ACTIVITIES-----	13	12.6	31	46.3	8	8.2	12	3.2
9. (TECHNICAL EDUCATION DEGREE)-----	(11)	(1.0)	(11)	(1.5)	(17)	(17.3)	(32)	(8.6)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 30 (CONTINUED)

SCHOOL DISTRICT	LEXINGTON 1	LEXINGTON 2	LEXINGTON 2	LEXINGTON 3
HIGH SCHOOL	PELION HIGH SCHOOL	AIRPORT HIGH SCHOOL	BROOKLAND-CAYCE HIGH	DATESBURG-LEESVILLE
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	91.0	89.5	92.7	88.0
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	24.6	39.9	51.3	35.0
NUMBER OF HIGH SCHOOL GRADUATES-----	57	323	273	160
NUMBER ADMITTED TO FRESHMAN CLASS-----	14	129	140	56
NUMBER OF FRESHMEN REPORTED-----	12	124	135	52
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	12	123	128	56
TEOK SUM-FRESHMAN COURSES-----	0	7	20	6
WITHDREW FROM COLLEGE-----	0	4	0	3

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	1	0	0	0	0	0	0	0	0
ART AND MUSIC-----	3	0	2	45	3	0	36	0	0	11	2	0
BUSINESS-----	0	0	0	15	4	0	21	0	0	8	2	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	3	0	0	2	0	0	2	0	0
ENGLISH AND LANGUAGE ARTS-----	13	1	0	122	8	0	109	2	0	43	5	4
FOREIGN LANGUAGES-----	2	0	2	22	4	1	26	2	0	10	0	2
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	0	0	0	1	0	1
MATHEMATICS AND COMPUTER SCIENCE-----	8	1	1	76	22	9	67	18	0	35	6	3
MILITARY SCIENCE-----	0	0	0	4	0	0	6	0	0	2	0	0
NATURAL SCIENCE-----	3	2	1	50	14	4	47	9	0	19	3	2
PHYSICAL AND HEALTH EDUCATION-----	1	0	0	16	1	2	12	0	0	10	1	1
SOCIAL SCIENCES AND SOCIAL STUDIES-----	8	0	1	150	8	6	109	6	0	58	5	1
OTHER SUBJECTS-----	7	0	0	41	0	0	76	3	0	20	6	1
TOTALS-----	45	4	7	545	64	22	511	40	0	219	30	15

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	0	-	11	3.4	23	8.4	0	-
OTHER SCHOOLS-----	1	1.6	5	1.5	2	0.7	5	3.1
GAINFUL EMPLOYMENT-----	24	49.1	163	50.5	70	11.0	84	52.5
OTHER ACTIVITIES-----	14	24.6	15	4.6	78	28.6	15	9.4
0 TECHNICAL EDUCATION DEGREE-----	(4)	(7.0)	(25)	(7.7)	(7)	(2.6)	(7)	(4.4)

*NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	LEXINGTON 4	LEXINGTON 5	LEXINGTON 5	MCCORMICK
HIGH SCHOOL	SWANSEA HIGH SCHOOL	CHAPIN HIGH SCHOOL	IRMO HIGH SCHOOL	MCCORMICK HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	92.7	91.4	94.4	87.8
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	41.3	70.5	71.3	26.5
NUMBER OF HIGH SCHOOL GRADUATES-----	75	122	610	98
NUMBER ADMITTED TO FRESHMAN CLASS-----	31	86	435	26
NUMBER OF FRESHMEN REPORTED-----	30	85	425	25
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	21	80	384	25
TAKEN SUB-FRESHMAN COURSES-----	0	8	38	14
WITHDREW FROM COLLEGE-----	1	1	9	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	0	0	0	30	2	3	60	0	6	2	0	1
BUSINESS-----	14	0	0	4	4	1	47	2	3	8	3	0
ELEMENTARY AND SECONDARY EDUCATION--	1	0	0	3	0	0	3	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	14	2	3	79	8	4	304	13	18	30	1	5
FOREIGN LANGUAGES-----	2	0	0	31	4	0	83	5	7	4	0	0
HEALTH OCCUPATIONS-----	2	0	0	2	0	0	2	0	0	4	3	1
MATHEMATICS AND COMPUTER SCIENCE---	17	1	5	59	6	8	239	34	49	18	4	1
MILITARY SCIENCE-----	1	0	0	5	1	0	14	0	0	3	0	0
NATURAL SCIENCE-----	8	2	0	45	5	4	212	10	22	5	1	4
PHYSICAL AND HEALTH EDUCATION-----	3	0	0	6	1	1	48	0	4	2	0	1
SOCIAL SCIENCES AND SOCIAL STUDIES--	24	1	0	91	4	2	328	14	25	11	2	0
OTHER SUBJECTS-----	14	2	4	27	1	1	250	16	22	14	0	4
TOTALS-----	102	8	12	382	36	24	1592	94	155	101	14	17

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENrolled:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE---	0	-	0	-	4	0.7	9	9.2
OTHER SCHOOLS-----	5	6.7	0	-	5	0.8	5	5.1
USEFUL EMPLOYMENT-----	36	44.0	35	28.7	18	3.0	44	44.9
OTHER ACTIVITIES-----	3	4.0	1	0.8	148	24.3	14	14.3
2 (TECHNICAL EDUCATION DEGREE)-----	1	71	1	131	1	413	1	103
	(71)	(9.2)	(131)	(10.7)	(413)	(6.7)	(103)	(10.2)

NUMBER OF ASSOCIATE DEGREE ENROLLEES COUNTED ALSO UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	MARION 1	MARION 2	MARION 3	MARION 4
HIGH SCHOOL	MARION HIGH SCHOOL	MULLINS HIGH SCHOOL	TERRELL'S BAY HIGH	BRITTON'S NECK HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	89.7	94.8	82.0	93.8
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	39.8	24.8	24.5	37.9
NUMBER OF HIGH SCHOOL GRADUATES-----	176	125	49	29
NUMBER ADMITTED TO FRESHMAN CLASS-----	70	31	12	11
NUMBER OF FRESHMEN REPORTED-----	63	22	10	9
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	63	17	12	8
TOOK SUB-FRESHMAN COURSES-----	3	4	0	6
WITHDREW FROM COLLEGE-----	3	2	0	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	1	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	15	0	0	4	0	1	0	0	0	0	0	0
BUSINESS-----	3	1	1	8	1	0	3	0	0	3	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	1	0	0	1	0	0	0	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	46	8	8	16	2	0	14	5	6	6	0	0
FOREIGN LANGUAGES-----	9	1	0	0	0	0	0	0	0	0	0	0
HEALTH OCCUPATIONS-----	1	0	0	4	1	1	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	42	7	6	18	0	1	7	2	1	6	1	0
MILITARY SCIENCE-----	6	0	0	1	0	0	2	0	0	0	0	0
NATURAL SCIENCE-----	38	2	2	19	0	0	4	0	1	1	1	1
PHYSICAL AND HEALTH EDUCATION-----	8	0	2	2	0	0	4	0	0	4	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	53	10	8	9	1	2	6	1	0	6	0	0
OTHER SUBJECTS-----	48	2	3	10	0	0	10	3	1	3	0	0
TOTALS-----	271	31	30	92	5	5	60	11	9	29	2	1

NUMBER AND PERCENT OF 1982-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	0	-	3	2.4	2	9.1	0	-
OTHER SCHOOLS-----	0	-	1	0.8	0	-	0	-
GAINFUL EMPLOYMENT-----	106	10.2	74	59.2	19	38.8	11	37.9
OTHER ACTIVITIES-----	0	-	16	12.8	16	32.7	7	24.1
3 (TECHNICAL EDUCATION DEGREE-----)	(11)	(4.3)	(5)	(4.0)	(3)	(6.1)	(3)	(10.3)

*NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	WARRIOR	WARRIOR	WARRIOR	WARRIOR
HIGH SCHOOL	BENNETTSVILLE HIGH	PLENNETH HIGH SCHOOL	CLIO HIGH SCHOOL	MCCOLL HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	92.8	80.0	93.5	96.2
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	28.6	17.1	21.6	27.7
NUMBER OF HIGH SCHOOL GRADUATES-----	185	35	51	65
NUMBER ADMITTED TO FRESHMAN CLASS-----	53	6	11	18
NUMBER OF FRESHMEN REPORTED-----	48	6	11	17
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	53	4	8	13
TOOK SUB-FRESHMAN COURSES-----	14	3	1	4
WITHDREW FROM COLLEGE-----	0	0	1	1

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	18	1	0	0	0	1	1	0	2	2	0	0
BUSINESS-----	13	1	2	1	0	0	6	2	0	1	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	22	1	0	0	0	0	1	0	0	2	0	0
ENGLISH AND LANGUAGE ARTS-----	71	6	0	3	1	0	11	0	3	12	1	0
FOREIGN LANGUAGES-----	9	0	0	0	0	0	0	0	0	0	0	0
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	64	4	2	2	1	1	8	1	3	6	0	0
MILITARY SCIENCE-----	5	0	0	1	0	1	1	0	0	2	0	0
NATURAL SCIENCE-----	22	2	4	2	2	0	2	0	1	7	1	0
PHYSICAL AND HEALTH EDUCATION-----	13	0	0	0	0	0	3	0	1	5	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	49	8	4	6	0	2	3	0	1	10	0	1
OTHER SUBJECTS-----	12	0	0	1	0	0	7	0	1	4	0	0
TOTALS-----	295	23	12	16	4	5	43	3	12	91	2	1

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:

	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	15	8.1	0	-	0	-	5	7.7
OTHER SCHOOLS-----	5	2.7	0	-	0	-	2	3.1
GAUTHFUL EMPLOYMENT-----	87	47.0	24	88.6	17	33.3	38	88.5
OTHER ACTIVITIES-----	26	13.8	5	14.3	23	45.1	2	3.1
0 (TECHNICAL EDUCATION DEGREE-----)	(3)	(1.6)	(2)	(5.7)	(3)	(5.9)	(6)	(9.2)

NUMBER OF ASSOCIATE DEGREE ENTRANTS (COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS.")

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	MANLURO	NEWBERRY	NEWBERRY	NEWBERRY
HIGH SCHOOL	WALLACE HIGH SCHOOL	MID-CAROLINA HIGH	NEWBERRY HIGH SCHOOL	WHITWIRE HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	90.2	99.3	92.0	100.0
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	16.3	45.7	52.7	27.3
NUMBER OF HIGH SCHOOL GRADUATES-----	49	127	186	33
NUMBER ADMITTED TO FRESHMAN CLASS-----	8	58	98	9
NUMBER OF FRESHMEN REPORTED-----	7	56	96	8
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	6	56	42	9
TOOK SUB-FRESHMAN COURSES-----	3	4	2	0
WITHDREW FROM COLLEGE-----	0	0	4	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	0	1	0	10	0	1	3	0	0	0	0	0
BUSINESS-----	0	0	0	3	0	0	9	1	0	0	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	0	0	0	3	0	0	6	0	0
ENGLISH AND LANGUAGE ARTS-----	7	1	0	64	0	0	10	1	0	0	0	0
FOREIGN LANGUAGES-----	1	0	0	4	0	0	7	3	0	1	0	0
HEALTH OCCUPATIONS-----	0	0	0	16	0	0	0	2	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	4	1	0	45	1	1	8	6	2	5	0	0
MILITARY SCIENCE-----	2	0	0	0	0	0	0	0	0	0	0	0
NATURAL SCIENCE-----	3	1	1	31	1	1	10	2	0	3	0	0
PHYSICAL AND HEALTH EDUCATION-----	0	0	0	4	0	0	7	0	0	0	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	7	0	0	65	0	1	0	0	0	7	0	0
OTHER SUBJECTS-----	8	0	0	53	0	0	14	1	0	10	0	1
TOTALS-----	37	4	1	295	2	4	73	16	2	32	0	1

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NUM DEGREE---	2	4.1	0	-	2	1.1	0	-
OTHER SCHOOLS-----	1	2.0	3	2.4	3	1.6	2	6.1
GAINFUL EMPLOYMENT-----	23	46.6	56	44.1	75	43.3	19	57.6
OTHER ACTIVITIES-----	15	20.6	10	7.9	8	4.3	3	9.1
2 (TECHNICAL EDUCATION DEGREE-----)	(1)	(2.0)	(14)	(11.0)	(58)	(31.2)	(5)	(15.2)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	DEONEE	DEONEE	DEONEE	DEONEE								
HIGH SCHOOL	SENECA HIGH SCHOOL	TANASSEE-SALEM HIGH	WALHALLA HIGH SCHOOL	WEST-OAK HIGH SCHOOL								
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	98.3	100.0	98.4	96.5								
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	44.3	15.6	38.8	33.8								
NUMBER OF HIGH SCHOOL GRADUATES-----	283	45	160	160								
NUMBER ADMITTED TO FRESHMAN CLASS-----	112	7	62	54								
NUMBER OF FRESHMEN REPORTED-----	111	7	60	50								
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	89	7	56	53								
TOOK SUB-FRESHMAN COURSES-----	6	2	8	4								
WITHDREW FROM COLLEGE-----	3	1	4	3								
COURSE TITLE	NO PASSED FAILED CREDIT			NO PASSED FAILED CREDIT			NO PASSED FAILED CREDIT			NO PASSED FAILED CREDIT		
AGRICULTURE-----	2	0	0	0	0	0	0	0	0	2	0	0
ART AND MUSIC-----	31	1	1	0	0	0	10	1	0	3	0	0
BUSINESS-----	14	0	1	0	0	0	4	0	0	13	0	3
ELEMENTARY AND SECONDARY EDUCATION--	18	0	0	0	0	0	4	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	128	0	7	5	0	2	61	1	6	42	1	4
FOREIGN LANGUAGES-----	17	0	1	0	0	0	9	0	1	6	0	1
HEALTH OCCUPATIONS-----	1	0	0	0	0	0	0	0	0	3	0	0
MATHEMATICS AND COMPUTER SCIENCE----	125	4	14	4	0	1	41	1	11	33	0	10
MILITARY SCIENCE-----	1	0	0	0	0	0	1	0	0	4	0	0
NATURAL SCIENCE-----	72	3	7	3	0	0	38	1	4	33	4	6
PHYSICAL AND HEALTH EDUCATION-----	10	0	0	4	0	0	6	0	0	2	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	114	1	7	8	0	0	49	0	10	29	1	2
OTHER SUBJECTS-----	36	1	2	6	0	0	22	0	7	22	1	6
TOTALS-----	565	10	40	30	0	3	245	4	30	192	7	32
NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT				
TECHNICAL EDUCATION - NON DEGREE----	26	10.2	7	15.6	20	12.5	0	-				
OTHER SCHOOL S-----	6	2.4	2	4.4	1	1.9	0	-				
GAINFUL EMPLOYMENT-----	106	41.9	24	53.3	74	46.3	75	46.9				
OTHER ACTIVITIES-----	3	1.2	5	11.1	1	0.6	31	19.4				
9 TECHNICAL EDUCATION DEGREE-----	1 193	1 7.11	1 03	1 - 3	1 113	1 6.93	1 241	1 15.03				
NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ACTIVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."												

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED AHEAD UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	ORANGERBURG 1	ORANGERBURG 2	ORANGERBURG 3	ORANGERBURG 4
HIGH SCHOOL	HUNTER-KINARD-TYLER	BOWMAN HIGH SCHOOL	HOLLY HILL-ROBERTS	EDISTO HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	96.4	81.8	89.6	91.9
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	32.8	50.0	23.7	50.5
NUMBER OF HIGH SCHOOL GRADUATES-----	84	56	156	107
NUMBER ADMITTED TO FRESHMAN CLASS-----	21	28	37	54
NUMBER OF FRESHMEN REPORTED-----	21	27	35	51
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	20	27	30	28
TOOK SUB-FRESHMAN COURSES-----	7	4	5	6
WITHDREW FROM COLLEGE-----	4	0	0	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	1	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	0	0	0	0	0	0	10	0	0	8	0	0
BUSINESS-----	18	1	0	0	0	0	7	2	0	26	2	0
ELEMENTARY AND SECONDARY EDUCATION--	0	0	0	5	0	0	0	0	0	2	0	0
ENGLISH AND LANGUAGE ARTS-----	19	0	4	23	0	7	38	5	2	43	3	4
FOREIGN LANGUAGES-----	1	0	0	1	0	0	5	0	0	2	0	0
HEALTH OCCUPATIONS-----	7	0	0	0	0	0	0	0	0	5	0	0
MATHEMATICS AND COMPUTER SCIENCE----	20	0	0	6	2	5	16	4	0	38	8	0
MILITARY SCIENCE-----	3	1	0	11	0	4	0	0	0	4	0	0
NATURAL SCIENCE-----	4	0	0	2	5	8	11	4	0	19	1	0
PHYSICAL AND HEALTH EDUCATION-----	4	0	0	4	0	0	14	0	0	10	2	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	9	1	0	7	5	3	13	2	0	33	2	0
OTHER SUBJECTS-----	19	1	1	4	2	0	35	0	1	62	4	1
TOTALS-----	108	4	5	83	14	25	147	17	3	249	22	7

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	3	4.7	0	-	0	-	2	1.9
OTHER SCHOOLS-----	0	-	0	-	2	1.3	2	1.9
GAINTFUL EMPLOYMENT-----	30	46.9	14	25.0	56	35.9	46	43.0
OTHER ACTIVITIES-----	10	15.6	14	25.0	61	39.1	3	2.8
A (TECHNICAL EDUCATION DEGREE-----) (A) (12.7)			(7) (12.5)		(6) (3.8)		(24) (22.4)	

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	ORANGEBURG 6	ORANGEBURG 6	ORANGEBURG 7	ORANGEBURG 8
HIGH SCHOOL	ORANGEBURG-WILKINSON	NORTH HIGH SCHOOL	ELLORFE HIGH SCHOOL	BRANCHVILLE HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	93.8	98.0	88.7	90.2
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	50.2	25.4	27.0	63.4
NUMBER OF HIGH SCHOOL GRADUATES-----	430	59	54	41
NUMBER ADMITTED TO FRESHMAN CLASS-----	216	15	15	24
NUMBER OF FRESHMEN REPORTED-----	211	14	15	23
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	174	12	8	25
TOOK SUB-FRESHMAN COURSES-----	7	1	0	10
WITHDREW FROM COLLEGE-----	2	0	2	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	2	0	0	0	0	0	0	0	0	4	0	0
ART AND MUSIC-----	29	8	0	0	0	0	0	0	0	3	0	0
BUSINESS-----	45	3	0	4	0	0	4	0	0	12	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	47	0	0	0	0	0	0	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	181	20	2	21	1	1	10	2	0	22	3	1
FOREIGN LANGUAGES-----	12	0	0	0	0	0	0	0	0	0	0	0
HEALTH OCCUPATIONS-----	44	0	0	8	0	1	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	167	8	2	15	2	2	4	1	0	17	3	2
MILITARY SCIENCE-----	29	3	0	4	0	0	0	0	0	0	0	0
NATURAL SCIENCE-----	66	10	0	7	0	0	4	0	0	11	0	0
PHYSICAL AND HEALTH EDUCATION-----	64	1	0	7	0	0	2	0	0	8	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	82	3	0	10	0	1	3	0	0	17	3	0
OTHER SUBJECTS-----	111	1	2	22	1	2	12	3	0	17	3	1
TOTALS-----	669	67	6	95	4	7	39	6	0	111	12	4

NUMBER AND PERCENT OF 1985-86
GRADUATES WHO ENTERED:

	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	29	6.7	5	0.5	0	-	2	4.9
OTHER SCHOOLS-----	11	2.4	0	-	0	-	0	-
GAINFUL EMPLOYMENT-----	124	29.8	26	44.1	25	46.3	10	24.4
OTHER ACTIVITIES-----	50	11.6	13	27.0	14	25.9	3	7.3
0 (TECHNICAL EDUCATION DEGREE-----)	(35)	(8.1)	(2)	(3.4)	(8)	(14.0)	(7)	(17.1)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	PICKENS	PICKENS	PICKENS	PICKENS
HIGH SCHOOL	D. W. DANIEL HIGH	EASLEY HIGH SCHOOL	LIBERTY HIGH	PICKENS SENIOR HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	97.7	90.0	97.5	93.6
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	54.5	28.3	25.3	41.3
NUMBER OF HIGH SCHOOL GRADUATES-----	202	279	99	235
NUMBER ADMITTED TO FRESHMAN CLASS-----	110	79	25	97
NUMBER OF FRESHMEN REPORTED-----	104	73	24	93
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	85	79	24	91
TOOK SUB-FRESHMAN COURSES-----	7	25	3	4
WITHDREW FROM COLLEGE-----	0	2	0	3

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	4	0	0	0	0	0	0	0	0	0	0	1
ART AND MUSIC-----	22	1	0	10	2	2	10	0	0	22	1	1
BUSINESS-----	10	0	1	20	3	0	1	0	0	33	2	0
ELEMENTARY AND SECONDARY EDUCATION-----	8	0	0	1	0	0	1	0	0	7	0	0
ENGLISH AND LANGUAGE ARTS-----	98	0	0	102	7	4	26	0	1	77	4	5
FOREIGN LANGUAGES-----	18	0	0	20	2	0	7	0	0	6	1	0
HEALTH OCCUPATIONS-----	6	0	0	6	0	0	0	0	0	1	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	80	7	0	73	9	10	14	2	0	64	6	7
MILITARY SCIENCE-----	10	0	0	6	1	0	2	0	0	2	0	0
NATURAL SCIENCE-----	91	2	0	46	7	6	13	0	0	49	4	7
PHYSICAL AND HEALTH EDUCATION-----	15	0	0	20	0	2	8	0	0	14	1	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	93	2	3	92	14	8	26	0	2	85	4	6
OTHER SUBJECTS-----	52	0	0	38	3	1	9	1	0	24	3	6
TOTALS-----	504	12	4	434	48	33	117	3	3	378	26	33

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	4	2.0	27	9.7	14	14.1	0	-
OTHER SCHOOLS-----	0	-	2	0.7	0	-	1	0.4
GAINFUL EMPLOYMENT-----	60	32.7	87	31.2	46	46.5	105	44.7
OTHER ACTIVITIES-----	22	10.6	44	30.1	14	14.1	32	13.6
3 (TECHNICAL EDUCATION DEGREE-----)	(12)	(5.5)	(9)	(3.2)	(5)	(5.1)	(28)	(11.9)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	PICKENS	RICHLAND 1	RICHLAND 1	RICHLAND 1
HIGH SCHOOL	SIMPSON SPECIAL CENTER	A. C. FLORA HIGH	C. A. JOHNSON HIGH	COLUMBIA HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	-	90.7	82.4	89.4
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	-	46.1	27.3	42.8
NUMBER OF HIGH SCHOOL GRADUATES-----	12	152	165	229
NUMBER ADMITTED TO FRESHMAN CLASS-----	0	70	45	98
NUMBER OF FRESHMEN REPORTED-----	0	46	39	81
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	0	46	30	81
TOOK SUB-FRESHMAN COURSES-----	0	9	14	13
WITHDREW FROM COLLEGE-----	0	4	3	3

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	0	0	0	4	0	0	8	1	1	29	1	2
BUSINESS-----	0	0	0	57	1	4	3	3	3	10	1	0
ELEMENTARY AND SECONDARY EDUCATION--	0	0	0	0	0	0	0	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	0	0	0	45	4	2	34	5	5	64	7	25
FOREIGN LANGUAGES-----	0	0	0	7	1	1	1	0	0	12	3	0
HEALTH OCCUPATIONS-----	0	0	0	15	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE----	0	0	0	23	11	1	23	7	7	47	11	14
MILITARY SCIENCE-----	0	0	0	3	0	0	3	0	0	11	0	0
NATURAL SCIENCE-----	0	0	0	18	5	2	12	4	4	27	5	2
PHYSICAL AND HEALTH EDUCATION-----	0	0	0	7	0	1	12	0	0	10	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	0	0	0	46	0	9	12	1	1	77	8	1
OTHER SUBJECTS-----	0	0	0	18	3	39	28	8	8	42	3	13
TOTALS-----	0	0	0	243	25	59	136	29	29	329	39	59

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	0	-	0	-	0	-	8	3.5
OTHER SCHOOLS-----	0	-	6	3.9	13	7.9	8	3.5
GAINFUL EMPLOYMENT-----	4	33.3	47	30.9	71	43.0	89	38.9
OTHER ACTIVITIES-----	8	66.7	29	19.1	36	21.8	26	11.4

9 (TECHNICAL EDUCATION DEGREE-----) (0) (-) (19) (12.5) (6) (3.6) (14) (6.1)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	RICHLAND 1	RICHLAND 1	RICHLAND 1	RICHLAND 1
HIGH SCHOOL	DREHER HIGH SCHOOL	EAM CLAIRE HIGH	KEENAN HIGH SCHOOL	LOWER RICHLAND HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	90.7	88.9	89.4	87.6
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	86.5	33.9	54.1	37.1
NUMBER OF HIGH SCHOOL GRADUATES-----	245	236	170	377
NUMBER ADMITTED TO FRESHMAN CLASS-----	136	80	92	140
NUMBER OF FRESHMEN REPORTED-----	103	58	82	127
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	101	67	61	127
TOOK SUB-FRESHMAN COURSES-----	2	14	23	62
WITHDREW FROM COLLEGE-----	2	1	1	1

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	27	7	4	11	0	0	11	0	1	23	4	2
BUSINESS-----	13	0	0	4	0	0	4	0	0	26	2	4
ELEMENTARY AND SECONDARY EDUCATION--	3	0	0	0	0	0	1	0	0	3	0	0
ENGLISH AND LANGUAGE ARTS-----	102	10	8	64	5	0	46	4	23	66	6	8
FOREIGN LANGUAGES-----	29	0	1	7	0	0	8	0	0	14	1	1
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	2	0	0	1	0	0
MATHEMATICS AND COMPUTER SCIENCE---	72	13	9	36	11	2	32	9	19	61	19	11
MILITARY SCIENCE-----	14	2	0	9	0	0	3	0	0	12	0	2
NATURAL SCIENCE-----	34	4	6	16	9	0	27	4	4	43	5	7
PHYSICAL AND HEALTH EDUCATION-----	12	1	0	11	0	0	4	0	0	9	1	2
SOCIAL SCIENCES AND SOCIAL STUDIES--	112	7	6	36	3	1	49	3	8	61	11	10
OTHER SUBJECTS-----	49	4	1	39	1	7	29	2	4	88	8	9
TOTALS-----	470	48	35	232	29	10	219	26	59	397	56	56

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NUM DEGREE---	5	2.0	3	1.3	0	-	1	0.3
OTHER SCHOOLS-----	9	3.7	9	3.8	5	2.9	10	2.7
GAINFUL EMPLOYMENT-----	83	33.6	104	44.1	61	35.9	126	33.4
OTHER ACTIVITIES-----	12	4.6	40	16.9	12	7.1	100	26.5

* (TECHNICAL EDUCATION DEGREE-----) (18) (7.2) (19) (8.1) (21) (12.4) (36) (9.5)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	RICHLAND 1	RICHLAND 2	SALUDA	SPARTANBURG 1
HIGH SCHOOL	RICHLAND NORTHEAST	SPRING VALLEY HIGH	SALUDA HIGH SCHOOL	CHAPMAN HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	91.1	94.3	95.1	89.9
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	78.1	86.6	42.2	52.9
NUMBER OF HIGH SCHOOL GRADUATES-----	377	422	114	170
NUMBER ADMITTED TO FRESHMAN CLASS-----	283	281	49	98
NUMBER OF FRESHMEN REPORTED-----	247	281	47	88
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	239	186	42	62
TOOK SUB-FRESHMAN COURSES-----	0	0	7	22
WITHDREW FROM COLLEGE-----	0	5	2	4

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	1	0	0	0	0	0
ART AND MUSIC-----	41	4	3	11	0	0	4	1	0	5	1	0
BUSINESS-----	20	2	1	10	0	0	7	0	0	15	2	0
ELEMENTARY AND SECONDARY EDUCATION-----	1	0	0	4	1	0	0	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	176	12	21	188	4	6	39	0	0	55	3	1
FOREIGN LANGUAGES-----	43	0	0	60	1	3	1	0	0	9	2	0
HEALTH OCCUPATIONS-----	3	0	0	0	0	0	1	0	0	3	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	126	15	23	140	15	4	30	4	1	57	14	13
MILITARY SCIENCE-----	21	0	0	14	0	0	0	0	0	4	0	0
NATURAL SCIENCE-----	128	18	17	99	14	2	14	4	0	34	4	1
PHYSICAL AND HEALTH EDUCATION-----	27	0	4	32	1	2	5	0	0	14	0	2
SOCIAL SCIENCES AND SOCIAL STUDIES-----	144	12	19	210	15	4	39	1	0	68	7	2
OTHER SUBJECTS-----	74	14	14	168	4	7	55	0	2	62	4	4
TOTALS-----	830	61	102	948	57	30	194	10	3	328	37	23

NUMBER AND PERCENT OF 1988-89 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	2	0.5	20	4.7	18	12.9	0	-
OTHER SCHOOLS-----	8	2.1	19	4.5	4	3.4	0	-
GAINFUL EMPLOYMENT-----	41	10.9	70	16.6	39	33.6	56	32.9
OTHER ACTIVITIES-----	43	11.4	32	7.6	9	7.8	24	14.1

0 (TECHNICAL EDUCATION DEGREE-----) 1 171 1 4.71 1 291 1 6.91 1 131 1 11.21 1 241 1 16.31

NUMBER OF ASSOCIATE DEGREE ENTIANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	SPARTANBURG 1	SPARTANBURG 2	SPARTANBURG 2	SPARTANBURG 3
HIGH SCHOOL	LANDSUM HIGH SCHOOL	BOILING SPRINGS HIGH	CHESNEE HIGH SCHOOL	G. D. BROOME HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	97.1	86.8	88.4	91.7
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	43.4	42.0	10.2	34.1
NUMBER OF HIGH SCHOOL GRADUATES-----	83	307	110	229
NUMBER ADMITTED TO FRESHMAN CLASS-----	36	129	20	78
NUMBER OF FRESHMEN REPORTED-----	33	126	20	69
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	21	114	17	76
TOOK SUB-FRESHMAN COURSES-----	0	36	6	7
WITHDREW FROM COLLEGE-----	0	6	0	3

COURSE TITLE	40			60			80			100		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	2	0	0	20	1	1	0	2	4	7	0	0
BUSINESS-----	9	0	0	19	2	0	1	0	0	4	0	0
ELEMENTARY AND SECONDARY EDUCATION--	0	0	0	2	1	0	1	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	28	0	0	112	16	5	14	1	3	47	5	0
FOREIGN LANGUAGES-----	8	0	0	17	3	3	5	2	0	11	0	0
HEALTH OCCUPATIONS-----	2	0	0	0	0	0	0	0	0	4	0	0
MATHEMATICS AND COMPUTER SCIENCE---	20	3	1	101	27	10	16	1	2	38	8	5
MILITARY SCIENCE-----	2	0	0	9	2	1	2	0	0	10	0	0
NATURAL SCIENCE-----	4	0	1	64	7	4	7	0	0	23	3	1
PHYSICAL AND HEALTH EDUCATION-----	4	0	0	16	2	0	3	0	0	8	1	0
SOCIAL SCIENCES AND SOCIAL STUDIES--	20	2	2	114	16	5	16	5	1	53	4	2
OTHER SUBJECTS-----	44	0	0	47	3	0	13	0	0	86	3	2
TOTALS-----	100	5	4	620	79	29	87	11	10	265	24	10

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO INTENDED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	0	~	36	11.7	12	10.9	6	2.6
OTHER SCHOOLS-----	3	3.6	8	2.6	1	0.9	3	1.3
GAINFUL EMPLOYMENT-----	39	47.6	93	30.3	57	51.8	115	50.2
OTHER ACTIVITIES-----	5	6.0	41	13.4	20	18.2	27	11.9
3 (TECHNICAL EDUCATION DEGREE-----)	(15)	(16.1)	(31)	(10.3)	(10)	(9.1)	(10)	(4.4)

NUMBER OF ASSOCIATE DEGREE ENTHANTS COUNTEO ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	SPARTANBURG 4	SPARTANBURG 5	SPARTANBURG 6	SPARTANBURG 7
HIGH SCHOOL	WODDRUFF HIGH SCHOOL	JAMES F. BYRNES HIGH	DORNAN HIGH SCHOOL	SPARTANBURG HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	94.8	93.3	91.0	89.8
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	41.4	39.3	36.7	33.0
NUMBER OF HIGH SCHOOL GRADUATES-----	152	267	480	920
NUMBER ADMITTED TO FRESHMAN CLASS-----	83	101	272	279
NUMBER OF FRESHMEN REPORTED-----	83	97	249	271
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	53	86	230	179
TOOK SUR-FRESHMAN COURSES-----	8	8	5	10
WITHDREW FROM COLLEGE-----	1	3	3	7

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	4	0	1	2	2	0	5	0	0	0	0	0
ART AND MUSIC-----	11	0	0	19	0	2	57	1	3	49	5	2
BUSINESS-----	12	1	0	14	0	1	20	1	1	12	3	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	0	0	0	6	0	0	9	0	0
ENGLISH AND LANGUAGE ARTS-----	50	0	4	86	9	8	197	10	11	224	20	13
FOREIGN LANGUAGES-----	6	0	1	20	0	0	42	4	12	66	4	7
HEALTH OCCUPATIONS-----	0	0	0	3	0	0	19	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	46	5	4	64	9	8	105	33	32	144	44	15
MILITARY SCIENCE-----	2	0	0	4	0	1	23	2	0	18	0	2
NATURAL SCIENCE-----	7	4	1	21	4	4	141	9	10	131	9	12
PHYSICAL AND HEALTH EDUCATION-----	5	0	0	25	1	0	40	2	2	61	2	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	55	2	0	144	6	6	198	28	18	292	36	18
OTHER SUBJECTS-----	27	1	5	28	0	2	125	18	11	90	6	3
TOTALS-----	223	13	14	432	31	32	1000	108	100	1096	129	72

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	2	1.3	13	5.1	13	2.7	6	1.1
OTHER SCHOOLS-----	3	2.0	5	1.9	5	1.0	4	0.8
GAINFUL EMPLOYMENT-----	57	27.5	83	32.3	96	20.0	103	19.6
OTHER ACTIVITIES-----	27	12.8	55	21.4	94	19.6	134	25.5

* TECHNICAL EDUCATION DEGREE-----1 (24) (15.8) (17) (6.0) (19) (4.0) (10) (3.0)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	SUMMER 2	SUMMER 2	SUMMER 2	SUMMER 17
HIGH SCHOOL	FURNAN HIGH SCHOOL	HILLCREST HIGH	WILLOWOOD HIGH SCHOOL	SUMMIT HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	72.3	92.2	95.1	88.6
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	19.3	43.2	24.3	44.1
NUMBER OF HIGH SCHOOL GRADUATES-----	120	243	107	558
NUMBER ADMITTED TO FRESHMAN CLASS-----	22	105	26	245
NUMBER OF FRESHMEN REPORTED-----	20	94	24	213
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	21	90	23	213
TOOK SUB-FRESHMAN COURSES-----	9	12	0	28
WITHDREW FROM COLLEGE-----	3	1	0	6

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	2	0	0	1	0	0	0	0	0
ART AND MUSIC-----	0	0	0	17	2	3	6	1	0	42	2	4
BUSINESS-----	2	0	0	25	1	2	4	0	0	21	3	1
ELEMENTARY AND SECONDARY EDUCATION-----	2	2	0	2	0	0	8	1	0	11	0	0
ENGLISH AND LANGUAGE ARTS-----	16	3	16	92	6	9	39	1	0	223	23	29
FOREIGN LANGUAGES-----	2	1	0	8	1	0	1	0	0	25	4	0
HEALTH OCCUPATIONS-----	0	0	0	0	0	0	0	0	0	0	2	0
MATHEMATICS AND COMPUTER SCIENCE-----	11	9	8	56	9	6	22	2	1	144	25	11
MILITARY SCIENCE-----	2	1	2	2	1	0	8	1	0	16	1	8
NATURAL SCIENCE-----	3	2	0	37	5	0	13	0	0	68	13	4
PHYSICAL AND HEALTH EDUCATION-----	1	0	0	16	1	2	7	0	0	36	0	3
SOCIAL SCIENCES AND SOCIAL STUDIES-----	13	3	3	92	5	2	16	1	0	206	29	6
OTHER SUBJECTS-----	8	2	3	53	3	1	18	0	0	43	5	33
TOTALS-----	86	23	32	402	34	21	137	7	1	834	107	89

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	4	3.3	2	0.8	3	2.8	0	-
OTHER SCHOOLS-----	1	0.8	0	-	4	3.7	7	1.3
GAINFUL EMPLOYMENT-----	41	24.2	121	49.8	42	39.3	157	28.3
OTHER ACTIVITIES-----	12	43.2	15	6.2	32	29.9	146	26.3
% (TECHNICAL EDUCATION DEGREE)-----	(4)	(3.3)	(2)	(0.8)	(3)	(2.8)	(0)	(0.0)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	UNION	UNION	UNION	WILLIAMSBURG
HIGH SCHOOL	JONESVILLE HIGH	LOCKHART HIGH SCHOOL	UNION HIGH SCHOOL	C. E. MURRAY HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	92.4	97.0	93.4	89.2
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	39.4	48.1	37.5	45.0
NUMBER OF HIGH SCHOOL GRADUATES-----	66	27	240	74
NUMBER ADMITTED TO FRESHMAN CLASS-----	26	13	90	34
NUMBER OF FRESHMEN REPORTED-----	26	13	83	31
NUMBER OF FRESHMEN REPORTED WHO:				
WENT IN STATE-----	26	13	80	27
TOKO SUB-FRESHMAN COURSES-----	0	0	0	9
WITHDREW FROM COLLEGE-----	1	0	1	4

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	7	0	0	0	0	0	27	0	2	2	0	0
BUSINESS-----	3	0	0	1	0	0	18	8	0	2	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	0	0	0	0	0	0	1	0	0
ENGLISH AND LANGUAGE ARTS-----	19	2	0	19	0	0	86	1	4	34	0	0
FOREIGN LANGUAGES-----	4	0	0	0	0	0	14	0	3	0	0	0
HEALTH OCCUPATIONS-----	7	1	0	3	0	0	0	0	0	2	1	0
MATHEMATICS AND COMPUTER SCIENCE-----	19	2	0	13	0	0	62	4	7	22	0	3
MILITARY SCIENCE-----	0	0	0	0	0	0	5	0	0	6	0	0
NATURAL SCIENCE-----	10	2	0	7	0	2	30	4	7	6	3	0
PHYSICAL AND HEALTH EDUCATION-----	0	0	0	0	0	0	19	0	1	8	2	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	29	2	0	16	1	0	83	9	9	12	4	0
OTHER SUBJECTS-----	12	0	0	6	1	1	54	3	4	20	0	10
TOTALS-----	110	9	0	64	2	3	398	20	37	115	20	24

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE-----	0	-	0	-	30	12.6	2	2.7
OTHER SCHOOLS-----	1	1.0	0	-	0	-	0	-
PROF. EMPLOYMENT-----	29	42.4	12	44.4	30	12.5	19	21.6
OTHER ACTIVITIES-----	11	16.7	2	7.4	90	37.5	22	29.7

* (TECHNICAL EDUCATION DEGREE-----) (0) (7.4) (0) (10.0) (3) (1.3) (4) (5.4)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	WILLIAMSBURG	WILLIAMSBURG	WILLIAMSBURG	YORK I
HIGH SCHOOL	HEMINGWAY HIGH	KINGSTREE SENIOR HIGH	WILLIAMSBURG-BLAKELY	YORK COMPREHENSIVE
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	98.2	88.2	95.5	96.3
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	38.0	33.0	38.0	40.1
NUMBER OF HIGH SCHOOL GRADUATES-----	111	200	80	187
NUMBER ADMITTED TO FRESHMAN CLASS-----	40	86	28	75
NUMBER OF FRESHMEN REPORTED WHO:-----	40	49	28	65
WENT IN STATE-----	36	66	28	65
TOOK SUB-FRESHMAN COURSES-----	5	29	8	0
WITHDREW FROM COLLEGE-----	3	5	3	2

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	1	0	0
ART AND MUSIC-----	7	0	0	10	0	1	5	0	0	17	0	2
BUSINESS-----	9	1	0	12	1	1	3	0	0	14	0	1
ELEMENTARY AND SECONDARY EDUCATION-----	3	0	0	2	0	0	4	0	0	3	0	0
ENGLISH AND LANGUAGE ARTS-----	41	1	0	49	5	23	34	1	5	59	1	1
FOREIGN LANGUAGES-----	4	0	0	4	0	1	0	0	0	9	1	1
HEALTH OCCUPATIONS-----	9	1	0	1	0	0	0	0	0	3	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	34	3	0	55	8	14	21	3	0	87	5	6
MILITARY SCIENCE-----	4	0	0	7	0	6	5	0	0	4	0	0
NATURAL SCIENCE-----	32	3	0	18	6	21	12	0	0	50	1	2
PHYSICAL AND HEALTH EDUCATION-----	3	0	0	18	0	0	5	0	0	10	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	27	1	0	30	3	3	7	2	0	42	2	0
OTHER SUBJECTS-----	26	0	0	42	10	2	31	0	1	45	2	0
TOTALS-----	198	10	0	246	33	72	127	6	6	314	12	13

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:

	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE----	2	1.2	8	4.0	0	-	1	0.5
OTHER SCHOOLS-----	5	4.2	4	2.0	0	-	10	5.3
GAINFUL EMPLOYMENT-----	35	31.2	49	24.5	42	52.5	76	40.6
OTHER ACTIVITIES-----	29	26.1	73	36.5	10	12.5	25	13.4

* (TECHNICAL EDUCATION DEGREE-----) (1 9) (1 0.1) (1 7) (1 3.5) (1 2) (1 2.5) (1 15) (1 8.0)

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	YORK 2	YORK 3	YORK 3	YORK 4
HIGH SCHOOL	CLOVER HIGH SCHOOL	NORTHWESTERN HIGH	ROCK HILL HIGH	FORT MILL HIGH
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	93.1	93.3	90.2	88.0
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	53.3	44.2	37.1	54.0
NUMBER OF HIGH SCHOOL GRADUATES-----	180	421	407	182
NUMBER ADMITTED TO FRESHMAN CLASS-----	96	188	151	100
NUMBER OF FRESHMEN REPORTED-----	89	188	146	100
NUMBER OF FRESHMEN REPORTED WHO: WENT IN STATE-----	68	123	139	76
TOOK SUB-FRESHMAN COURSES-----	4	0	10	1
WITHDREW FROM COLLEGE-----	2	3	0	0

COURSE TITLE	NO			NO			NO			NO		
	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT	PASSED	FAILED	CREDIT
AGRICULTURE-----	0	0	0	0	0	0	0	0	0	0	0	0
ART AND MUSIC-----	6	0	0	38	1	0	33	2	0	19	1	0
BUSINESS-----	12	0	0	23	0	0	41	4	4	10	0	1
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0	3	0	0	1	0	0	0	0	0
ENGLISH AND LANGUAGE ARTS-----	58	0	1	148	10	1	124	7	14	67	7	1
FOREIGN LANGUAGES-----	11	0	1	28	1	0	18	1	1	12	2	4
HEALTH OCCUPATIONS-----	0	0	0	6	0	0	4	0	0	9	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	41	8	5	161	17	7	129	25	12	85	17	7
MILITARY SCIENCE-----	6	0	0	7	0	0	7	0	0	0	0	0
NATURAL SCIENCE-----	34	7	2	101	6	7	93	11	3	48	8	5
PHYSICAL AND HEALTH EDUCATION-----	3	1	1	21	0	0	20	1	0	3	0	3
SOCIAL SCIENCES AND SOCIAL STUDIES-----	61	3	3	169	14	4	171	18	3	92	9	2
OTHER SUBJECTS-----	52	2	5	87	8	2	83	10	1	98	1	3
TOTALS-----	283	21	18	791	57	21	724	79	40	331	45	26

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO INTERED:	NUMBER		PERCENT		NUMBER		PERCENT		NUMBER		PERCENT		NUMBER		PERCENT	
TECHNICAL EDUCATION - NON DEGREE----	0		-		1		0.2		8		2.6		0		-	
OTHER SCHOOLS-----	5		2.0		21		5.0		8		2.0		2		1.1	
GAINFUL EMPLOYMENT-----	88		36.1		0		-		180		44.2		70		38.5	
OTHER ACTIVITIES-----	14		7.0		213		50.6		60		14.7		10		5.5	
0 TECHNICAL EDUCATION DEGREE-----	1	1	201	11.11	1	1	951	13.11	1	1	401	9.01	1	1	101	8.21

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 10 (CONTINUED)

SCHOOL DISTRICT	YOUTH SERVICES
HIGH SCHOOL	BIRCHWOOD HIGH SCHOOL
PERCENT OF COMPLETED COURSES PASSED BY FRESHMEN-----	-
PERCENT OF HIGH SCHOOL GRADUATES ENTERING COLLEGE-----	-
NUMBER OF HIGH SCHOOL GRADUATES-----	0
NUMBER ADMITTED TO FRESHMAN CLASS-----	0
NUMBER OF FRESHMEN REPORTED-----	0
NUMBER OF FRESHMEN REPORTED WHO:	
WENT IN STATE-----	0
TOOK SUB-FRESHMAN COURSES-----	0
WITHDREW FROM COLLEGE-----	0

COURSE TITLE	NO PASSED FAILED CREDIT		
AGRICULTURE-----	0	0	0
ART AND MUSIC-----	0	0	0
BUSINESS-----	0	0	0
ELEMENTARY AND SECONDARY EDUCATION-----	0	0	0
ENGLISH AND LANGUAGE ARTS-----	0	0	0
FOREIGN LANGUAGES-----	0	0	0
HEALTH OCCUPATIONS-----	0	0	0
MATHEMATICS AND COMPUTER SCIENCE-----	0	0	0
MILITARY SCIENCE-----	0	0	0
NATURAL SCIENCE-----	0	0	0
PHYSICAL AND HEALTH EDUCATION-----	0	0	0
SOCIAL SCIENCES AND SOCIAL STUDIES-----	0	0	0
OTHER SUBJECTS-----	0	0	0
TOTALS-----	0	0	0

NUMBER AND PERCENT OF 1985-86 GRADUATES WHO ENTERED:	NUMBER	PERCENT
TECHNICAL EDUCATION - NON DEGREE---	0	-
OTHER SCHOOLS-----	0	-
PROFITABLE EMPLOYMENT-----	0	-
OTHER ACTIVITIES-----	0	-

2 TECHNICAL EDUCATION DEGREE----- 1 43 1 - 1

NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

TABLE 11

SUMMARY OF ALL 1980-81 SOUTH CAROLINA HIGH SCHOOL GRADUATES ENROLLED IN
1980-81 COLLEGE FRESHMAN CLASSES IN SOUTH CAROLINA AND OTHER STATES

PERCENTAGE OF COMPLETED COURSES PASSED BY FRESHMAN	91.8
PERCENTAGE OF HIGH SCHOOL GRADUATES ENTERING COLLEGE	45.5
NUMBER OF HIGH SCHOOL GRADUATES	34415
NUMBER ADMITTED TO FRESHMAN CLASS	15860
NUMBER OF FRESHMEN REPORTED	14223
NUMBER OF FRESHMEN REPORTED WHO:	12892
WENT IN-STATE	1552
TOOK SUB-FRESHMAN COURSES	388
WITHDREW FROM COLLEGE	

THE FOLLOWING DATA ARE FOR S.C. FRESHMAN ONLY COURSE TITLE	TOTAL COURSES PASSED	TOTAL COURSES FAILED	TOTAL COURSES NO CREDIT	PERCENTAGE OF COMPLETED COURSES PASSED
AGRICULTURE	61	8	3	92.4
ART AND MUSIC	2714	189	178	94.5
BUSINESS	2350	192	140	92.4
ELEMENTARY AND SECONDARY EDUCATION	857	34	28	94.2
ENGLISH AND LANGUAGE ARTS	12099	809	917	93.1
FOREIGN LANGUAGES	2092	154	146	94.7
HEALTH OCCUPATIONS	800	28	14	86.6
MATHEMATICS	9302	1438	1141	84.8
MILITARY SCIENCE	866	29	59	89.5
NATURAL SCIENCE	9481	783	854	91.1
PHYSICAL AND HEALTH EDUCATION	2181	60	88	91.9
SOCIAL SCIENCES/SOCIAL STUDIES	11228	985	781	93.0
OTHER SUBJECTS	7017	491	672	91.8
TOTAL	67395	6137	4581	

NUMBER AND PERCENT OF 1980-81 GRADUATES WHO ENTERED:

	NUMBER	PERCENT
TECHNICAL EDUCATION-NON DEGREE	1303	3.8
OTHER SCHOOLS	648	1.9
GAINFUL EMPLOYMENT	10959	31.8
OTHER ACTIVITIES	5840	17.0
(TECHNICAL EDUCATION DEGREE)	1 29221	(8.5)

* NUMBER OF ASSOCIATE DEGREE ENTRANTS COUNTED ABOVE UNDER
THE CATEGORY "NUMBER ADMITTED TO FRESHMAN CLASS."

SOURCE: SPECIAL SURVEY SENT TO EACH HIGH SCHOOL, APRIL 1, 1987.

TABLE 12

MEMBERSHIP IN PRIVATE AND PAROCHIAL SCHOOLS, 1986-87

SCHOOL	SCHOOL NAME AND ADDRESS	KINDERGARTEN	ELEMENTARY GRADES 1-8	SECONDARY GRADES 9-12	TOTAL
ALBANYVILLE					
	COLD SPRINGS MENNONITE SCHOOL (K-12)	0	50	12	62
	WESTSIDE CHRISTIAN SCHOOL (K-12)	14	41	20	75
	WHISPERING PINES MENNONITE SCHOOL (K-12)	0	41	15	56
	TOTAL	14	132	47	193
ALPEN					
	ALPEN DAY SCHOOL (K-8)	5	28	0	33
	ALPENA PREPARATORY SCHOOL (5-9)	0	48	12	60
	BREEZY HILL BAPTIST KIND (K)	19	0	3	22
	CLEARWATER FIRST BAPTIST CHURCH SCHOOL (K)	2	0	0	2
	FAIRFIELD SCHOOL	4	4	4	12
	FIRST BAPTIST CHURCH KIND (K)	14	0	0	14
	MEAD HALL (K-4)	47	141	0	188
	MILLBROOK BAPTIST KINDERGARTEN (K)	14	0	0	14
	MINNIE PALMCRE HOUSE (K)	17	0	0	17
	NORTH ALPEN CHRISTIAN SCHOOL (K)	22	0	0	22
	NORTHSIDE CHRISTIAN SCHOOL (K-12)	0	12	10	22
	OUR LADY OF PEACE SCHOOL (K-8)	40	210	0	250
	SOUTH ALPEN BAPTIST CHRISTIAN SCHOOL (K-6)	71	141	0	212
	SOUTH ALPEN PRESBYTERIAN CHURCH KIND (K)	30	0	0	30
	ST ANGELA ACADEMY (5-12)	0	0	105	105
	ST GERARD'S EARLY EDUCATION (K)	5	0	0	5
	ST MARY HELP OF CHRISTIANS CATHOLIC SCH (K-8)	0	230	0	230
	STEPPING STONES SCHOOL (K)	10	0	0	10
	TEMPLE BAPTIST SCHOOL (K-12)	1	36	0	37
	THE SUNSHINE HOUSE (K)	10	0	0	10
	VICTORY CHRISTIAN SCHOOL (K-12)	10	92	37	139
	WALDEN HALL MONTESSORI (K-7)	60	140	0	200
	TOTAL	379	1078	173	1630
ALLENDALE					
	ALLENDALE ACADEMY (K-12)	10	100	70	180
	TOTAL	10	100	70	180
ANGELOSON					
	BOULEVARD BAPTIST ENRICHMENT CENTER (K)	10	0	0	10
	CALVARY BAPTIST CHRISTIAN SCH (K-12)	10	73	11	94
	CALVARY BAPTIST KINDERGARTEN (K)	0	0	0	0
	CEJAR GROVE BAPTIST CHURCH KINDERGARTEN (K)	14	0	0	14
	CENTRAL PRESBYTERIAN KIND (K)	30	0	0	30
	CHILDREN'S LEARNING CENTER (K)	7	0	0	7
	FAITH CHRISTIAN ACADEMY (K-12)	7	47	24	78
	FIRST BAPTIST CHURCH KIND (K)	13	0	0	13
	FIRST PRESBYTERIAN DAY SCHOOL (K-2)	10	10	0	20
	GRACE KINGDOM (K-12)	5	0	0	5
	LA FLITE ACADEMY	4	4	4	12

TABLE 12 (CONTINUED)

SCHOOL DISTRICT	SCHOOL NAME AND GRADE RANGE	KINDERGARTEN	ELEMENTARY GRADES 1-6	SECONDARY GRADES 7-12	TOTAL
SANDWICH	MONTROSSI SCHOOL OF ANDERSON (K-6)	22	97	0	69
	OAKWOOD CHRISTIAN SCHOOL (K-12)	32	229	119	380
	SILVER LAKES CHURCH KINDERGARTEN	1	0	0	0
	SOUTH ANDERSON CHRISTIAN ACADEMY (K-12)	12	2	0	14
	ST JOHN'S KINDERGARTEN (K)	14	0	0	14
	ST JOSEPH'S SCHOOL (K-5)	23	76	0	99
	TRINITY UNITED METHODIST KINDERGARTEN (K)	10	0	0	10
SANDWICH	WEST ANDERSON CHRISTIAN ACADEMY (K-12)	25	75	0	100
	TOTAL	264	564	136	964
SANDWICH	ANDREW JACKSON ACADEMY (K-12)	13	101	48	162
	TOTAL	13	101	48	162
SANDWICH	CALVARY FELLOWSHIP MEMNONITE (K-9)	0	14	3	17
	JEFFERSON DAVIS ACADEMY (K-12)	20	134	160	314
	UNITY CHRISTIAN SCHOOL (K-12)	5	42	20	67
	TOTAL	25	190	183	398
SANDWICH	AGAPE CHRISTIAN ACADEMY (K-12)	2	30	0	42
	BEAUFORT ACADEMY (K-12)	0	270	100	370
	BEAUFORT CHRISTIAN SCHOOL (K-12)	20	50	11	81
	GLYNNWOOD KINDERGARTEN (K)	23	0	0	23
	CALVARY CHRISTIAN ACADEMY (K-12)	3	25	0	28
	ELEANOR CHRISTENSEN SCHOOL (K-6)	10	42	0	52
	HILTON HEAD CHRISTIAN ACADEMY (K-12)	21	82	0	103
	HILTON HEAD PREPARATORY SCHOOL (K-12)	3	130	23	156
	MONEYTREE PRESCHOOL (K)	20	0	102	122
	LITTLE PEOPLE'S COLLEGE & NURSERY (K-4)	7	0	0	7
	PAULINE CHRISTIAN ACADEMY (K-6)	10	13	0	23
	REHAUT PARK KINDERGARTEN (K)	13	52	0	65
	SEA PINES MONTROSSI SCHOOL (K)	45	0	0	45
	TORONTO ACADEMY	0	0	0	0
	TOTAL	221	702	227	1150
SANDWICH	BONNEAU CHRISTIAN ACADEMY (K-6)	3	30	0	33
	CELESTIAL CHRISTIAN ACADEMY (K-9)	0	1	0	1
	DIVINE INTERIOR SCHOOL (K-6)	0	1	0	1
	HOLY SPIRIT DAY SCHOOL (K)	10	0	0	10
	PAULINE CARE LEARNING CENTER (K-6)	0	0	0	0
	LA PETITE ACADEMY - WOODS CREEK (K)	10	0	0	10
	LA PETITE ACADEMY - LAUREN (K)	0	0	0	0

TABLE 12 (CONTINUED)

COUNTY	SCHOOL NAME AND GRADE SEAB	KINDERGARTEN	ELEMENTARY	SECONDARY	TOTAL
			GRADES 1-3	GRADES 4-12	
LUMBERT	LA PETITE ACADEMY - JUMPERVILLE (K)	14	0	0	14
	LOU BARNETT ACADEMY (K-12)	23	131	63	217
	NOAH'S ARK CHILD DEV CENTER (K-2)	28	8	1	28
	ST STEPHEN ACADEMY (K-12)	18	52	34	96
	TOTAL	124	367	98	593
CALHOUN	CALHOUN ACADEMY (K-12)	26	236	149	411
	CALHOUN CHRISTIAN SCHOOL	*	*	*	*
	TOTAL	26	236	149	411
CHARLESTON	ACOLESTONE HEUREW ACADEMY (K-9)	17	65	0	82
	ASHLEY HALL (K-12)	32	226	142	400
	ASHLEY RIVER BAPTIST KINDERGARTEN (K)	20	0	0	20
	BISHOP ENGLAND HIGH SCHOOL (9-12)	0	0	787	787
	BLESSED SACRAMENT SCHOOL (K-8)	36	403	0	439
	CATHEDRAL SCHOOL (1-8)	0	113	0	113
	CHARLES TOWNE MONTESSORI (K-6)	41	67	0	108
	CHARLESTON CHRISTIAN SCHOOL (K-8)	13	60	0	73
	CHARLESTON DAY SCHOOL (1-8)	0	159	0	159
	CHARLESTON JUNIOR ACADEMY (K-9)	4	50	2	56
	CHRIST KINDERGARTEN (K)	10	0	0	10
	CHRIST OUR KING STELLA MARIS (K-8)	17	194	3	211
	COUNTRY DAY SCHOOL (7-12)	0	23	58	81
	EAST COOPER SCHOOL (K-12)	30	192	114	276
	EVANGEL CHRISTIAN SCHOOL (K-10)	29	108	21	158
	FAITH BAPTIST ACADEMY (1-12)	0	20	1	21
	FERRISDALE BAPTIST SCHOOL (K-12)	40	275	62	383
	FIRST BAPTIST CHURCH KING OF JOHN'S ISLAND (K)	4	0	0	4
	FIRST BAPTIST CHURCH SCH - MEETING ST (K-12)	39	344	177	560
	FIRST BAPTIST CHURCH SCH - MT PLEASANT (K-5)	24	24	0	48
	GERMAN'S DAY SCHOOL (K)	6	0	0	6
	GINGERBREAD HOUSE KINDERGARTEN (K)	22	0	0	22
	GRACE UNITED METHODIST SCHOOL	*	*	*	*
	HARDON VIEW PRESBYTERIAN CHURCH KING (K)	10	0	0	10
	KIDDIE COLLEGE CHILD DEV CENTER	*	*	*	*
	KINDER CARE LEARNING CENTER (K)	10	3	0	13
	KINDER CARE LEARNING CENTER 8443 (K)	12	0	0	12
	KINDER CARE LEARNING CENTER 8444 (K)	20	0	0	20
	LEARNING TREE CHILD DEVELOPMENT CENTER (K)	6	0	0	6
	LOU COUNTRY ACADEMY (K-12)	3	49	63	115
	MARTIN'S EAY GURSEY AND KINDERGARTEN (K)	9	0	0	9
	MASON PREPARATORY SCHOOL (1-8)	0	185	0	185
	MT PLEASANT PRESBYTERIAN CHURCH KING (K)	0	3	0	3
	NATIVITY SCHOOL (K-6)	10	315	3	328
	NEELY - EARLY CHILDHOOD TRAINING (K)	22	3	3	28
	NEW ISRAEL CHRISTIAN SCHOOL (K-8)	14	0	0	14

TABLE 12 (CONTINUED)

SCHOOL	SCHOOL NAME AND GRADE SEAN	KINDERGARTEN	ELEMENTARY GRADES 1-5	SECONDARY GRADES 6-12	TOTAL
CLUNY	NORTHBRIDGE BAPTIST CHURCH KINDERGARTEN (K)	16	0	0	16
	NORTHSIDE CHRISTIAN SCHOOL (K-12)	80	426	100	606
	NORTHWOOD CHRISTIAN SCHOOL (K-7)	52	165	0	217
	O'QUINN LINDA SCHOOL (K)	113	0	0	113
	OAK HALL SCHOOL (1-8)	0	27	0	27
	PALMETTO CHRISTIAN SCHOOL (K-8)	24	62	0	86
	PORTER-GAUD SCHOOL (1-12)	0	499	262	761
	RAY'S EARLY CHILDHOOD ED CENTER (K)	0	0	0	0
	REHOBOTH BAPTIST KINDERGARTEN (K)	10	0	0	10
	RIVERBEND BAPTIST KINDERGARTEN (K)	9	6	0	15
	ROGER'S JACK & JILL KINDERGARTEN (K)	4	0	0	4
	SACRED HEART SCHOOL	0	0	0	0
	SEA ISLAND ACADEMY (K-12)	13	84	56	153
	SOUTHERN PINES SCHOOL (1-12)	0	20	30	50
	ST ANDREW'S PRESBYTERIAN KINDERGARTEN (K)	16	0	0	16
	ST JOHN'S SCHOOL (K-4)	19	170	0	189
	ST PAUL'S ACADEMY (K-6)	14	73	0	87
	THE ARCHFIELD RULEDGE ACADEMY (K-12)	7	52	27	86
	TRIDENT ACADEMY (1-12)	0	64	56	120
	WANDO WOODS BAPTIST KINDERGARTEN (K)	13	0	0	13
	WESTMINSTER PRESBYTERIAN KINDERGARTEN (K)	20	0	0	20
	WOODLAND HALL ACADEMY (K)	30	0	0	30
	ZION PRESBYTERIAN CHURCH KINDERGARTEN (K)	9	0	0	9
	TOTAL	983	4511	1932	7426
CHEROKEE	CORINTH CHRISTIAN EDU CARE (K)	7	0	0	7
	GAFFNEY DAY SCHOOL (K-9)	7	44	1	52
	HERITAGE CHRISTIAN SCHOOL (K-12)	15	88	24	127
	GREEN COOR CHRISTIAN SCHOOL (K-7)	4	17	0	21
	WEST END BAPTIST CHURCH KINDERGARTEN (K)	12	0	0	12
	TOTAL	45	149	25	219
CHESTER	CHESTER CHRISTIAN SCHOOL (K-12)	5	35	4	44
	COUNTRY DAY ACADEMY (K-1)	19	15	0	34
	GREAT FALLS CHRISTIAN SCHOOL (1-6)	0	4	0	4
	TOTAL	24	54	4	82
CHESTERFIELD	BARBARA LAWRENCE KINDERGARTEN (K)	10	0	0	10
	JESUS IS LORD CHRISTIAN SCHOOL (K-8)	15	68	0	83
	NEW COVENANT CHRISTIAN SCHOOL (K-9)	25	66	7	98
	ST DAVID'S CHURCH (K)	27	0	0	27
	TOTAL	65	134	7	206

TABLE 12 (CONTINUED)

SUMMIT	SCHOOL NAME AND SCHOOL YEAR	KINDERGARTEN	ELEMENTARY GRADES 1-4	SECONDARY GRADES 5-12	TOTAL
CLARENDON	CLARENDON HALL (K-12)	16	102	99	217
	^a LAURENCE PARKING ACADEMY	"	"	"	"
	TOTAL	16	102	99	217
COLLETON	ACADEMY ROAD CHRISTIAN SCHOOL (K-10)	2	18	12	32
	COMMUNITY BAPTIST CHURCH SCHOOL (K-12)	8	26	7	31
	FIRST BAPTIST KINDERGARTEN (K)	28	0	0	28
	JOHN C CALHOUN ACADEMY (K-12)	29	192	116	337
	^a NEW BETHANY BAPTIST CHURCH SCHOOL	"	"	"	"
	ST ANTHONY'S SCHOOL (K)	59	0	0	59
	WELCH CREEK CHRISTIAN ACADEMY (K-12)	0	20	13	33
	TOTAL	122	256	148	526
DARLINGTON	CALVARY TABERNACLE CHURCH SCHOOL (K-12)	1	19	13	33
	^a DARLINGTON ACADEMY	"	"	"	"
	EMMANUEL BAPTIST SCHOOL (K-12)	21	152	53	226
	FIRST BAPTIST CHURCH KINDERGARTEN (K)	15	0	0	15
	FIRST PRESBYTERIAN CHURCH KINDERGARTEN (K)	13	0	0	13
	JOHN LESLEY ACADEMY (K-12)	9	29	9	47
	MELLEYTON'S BAPTIST CHURCH KINDERGARTEN (K)	12	0	0	12
	MREE MI CHILD DEVELOPMENT CENTER (K)	1	0	0	1
	THE LEARNING TREE (K)	5	0	0	5
	THOMAS E HART ACADEMY (K-6)	17	50	0	75
	TOTAL	94	250	75	427
DILLON	AVALON ACADEMY (K-12)	20	120	67	207
	CAPPOELL KINDERGARTEN (K)	35	0	0	35
	TOTAL	55	120	67	242
DOVERCHESTER	CENTRAL AVENUE CHRISTIAN ACADEMY (K-6)	10	42	0	62
	DOVERCHESTER ACADEMY (K-12)	10	145	112	267
	GAZEPO (K)	22	0	0	22
	^a HARVEST BAPTIST SCHOOL	"	"	"	"
	LA PETITE ACADEMY (K)	7	0	0	7
	MIPS ACADEMY (K-12)	15	112	79	206
	ONE NACON CHILD DEVELOPMENT CENTER (K)	45	0	0	45
	FOREWOOD-SUPPERVILLE SCHOOL (K-8)	34	160	0	194
	RAIDHOW CHRISTIAN SCHOOL (K-8)	0	1	0	1
	ST LUKE'S CHILDREN'S CENTER (K)	23	3	0	26
	SUPPERVILLE CATHOLIC SCHOOL (K-3)	31	62	0	93
	SUPPERVILLE PRESBYTERIAN KINDERGARTEN (K)	14	0	0	14

TABLE 12 (CONTINUED)

COUNTY	SCHOOL NAME AND GRADE SPAN	KINDERGARTEN	ELEMENTARY	SECONDARY	TOTAL
			GRADES 1-8	GRADES 9-12	
	TOTAL	227	530	190	947
EDGEFIELD	FRANCIS HUGH WARLOW ACADEMY (K-12)	14	94	46	154
	TOTAL	14	94	46	154
FAIRFIELD	RICHARD WIND ACADEMY (K-12)	24	202	125	351
	TOTAL	24	202	125	351
FLORENCE	ALL SAINTS EPISCOPAL DAY SCHOOL (K-6)	48	145	0	193
	CALVARY BAPTIST KINDERGARTEN (K)	36	0	0	36
	CAROLINA ACADEMY (1-12)	0	114	79	193
	CHRISTIAN ASSEMBLY SCHOOL (K-6)	47	76	0	123
	EBENEZER BAPTIST KINDERGARTEN (K)	27	0	0	27
	FIRST BAPTIST CHURCH KINDERGARTEN (K)	13	0	0	13
	FLORENCE CHRISTIAN SCHOOL (K-12)	44	299	157	500
	FLORENCE SON SHINE SCHOOL (K-8)	1	12	0	13
	HARNA'S LEARNING LAB (K-1)	5	10	0	15
	HIGHLAND PARK KINDERGARTEN (K)	14	0	0	14
	JAMES F. BYRNES ACADEMY (K-12)	10	174	90	222
	KERLEE'S LOVING CARE (K)	11	0	0	11
	KINDERCARE (K)	9	0	0	9
	LAKE CITY FIRST BAPTIST KINDERGARTEN (K)	27	0	0	27
	LESSIE WIPERLY PRESBYTERIAN CHURCH KIND	"	"	"	"
	LITTLE FOLKS WORLD	"	"	"	"
	MARANATHA CHRISTIAN SCHOOL (K-12)	41	67	20	128
	MIZFAH CHURCH KINDERGARTEN (K)	5	0	0	5
	MONTESORI SCHOOL OF FLORENCE (K)	14	0	0	14
	NEW PROSPECT CHRISTIAN SCHOOL (K-12)	11	83	15	109
	OAKLAND AVE SEVENTH DAY ADVENTIST SCHOOL	"	"	"	"
	ST ANN'S KINDERGARTEN (K)	4	0	0	4
	ST ANTHONY'S PARISH SCHOOL (K-6)	20	153	0	181
	ST PAUL'S ACADEMY AT GLORYLAND (K-9)	19	45	5	69
	TRINITY BAPTIST CHURCH KINDERGARTEN (K)	15	0	0	15
	WESLEYAN SCHOOL & DAY CARE (K-8)	24	85	2	111
	TOTAL	467	1205	374	1246
GEORGETOWN	ANDREWS ACADEMY (K-12)	15	176	82	253
	CALVARY CHRISTIAN SCHOOL (K-12)	8	46	14	68
	FIRST BAPTIST CHURCH SCHOOL (K-6)	15	136	2	143
	HOLY CROSS-FAITH MEMORIAL SCHOOL (K-4)	16	35	2	53
	ST MARY-ET CETERA SCHOOL (K-8)	0	66	"	66
	TAPA HALL (TULSA)	0	25	2	27

TABLE 12 (CONTINUED)

SCHOOL NAME AND GRADE SERV		ELEMNTARY		ST. CONGRARY		TOTAL
		6-2	4-5	9-6	2-12	
TOTAL		62	453	96	611	
GREENVILLE						
ACADEMY OF ARTS (K-12)	19	95	24	138		
AUGUSTA RD BAPTIST CHURCH KINDERGARTEN (K)	22	0	0	22		
BETHEL BAPTIST KINDERGARTEN (K)	10	0	0	10		
BISHOP'S GAY CAPE & KINDERGARTEN (K)	15	0	0	15		
BOB JONES ACADEMY (7-12)	0	204	436	640		
BOB JONES ELEMENTARY SCHOOL (K-6)	120	623	0	743		
BOYNTON NURSERY & KINDERGARTEN (K)	14	0	0	14		
BUNCOMPE ST UMC CHILD DEVELOPMENT SCHOOL (K)	10	0	0	10		
CHESTNUT HILLS NURSERY (K)	5	0	0	5		
CHILDCRAFT - GREENVILLE (K)	0	0	0	0		
CHILDCRAFT - GREER (K-1)	20	6	0	26		
CHILDREN'S LEARNING CENTER (K)	16	0	0	16		
CHRIST CHURCH EPISCOPAL SCHOOL (K-12)	36	344	202	582		
CREATIVE WORLD OF LEARNING (K)	27	0	0	27		
EARLY CHILDHOOD CARE & LEARNING (K)	10	0	0	10		
EDWARD RD BAPTIST CHURCH KINDERGARTEN (K)	10	0	0	10		
EMMANUEL ACADEMY (K-12)	16	87	32	135		
FIRST BAPTIST CHURCH KIND - GREENVILLE (K)	56	0	0	56		
FIRST BAPTIST CHURCH KIND - PAULDIN (K)	6	0	0	6		
FIRST PRESBYTERIAN CHURCH KIND (K)	41	0	0	41		
FULLER NORMAL SCHOOL (K-10)	16	31	13	57		
FURMAN UNIVERSITY CHILD DEVELOPMENT CENTER (K)	14	0	0	14		
GOSPEL BAPTIST CHRISTIAN SCHOOL (K)	0	0	0	0		
GRACE CHRISTIAN ACADEMY (K-6)	0	20	0	20		
GRACE COVENANT PRESBYTERIAN CHURCH KIND (K)	0	0	0	0		
GREENVILLE CHRISTIAN SCHOOL (K-6)	0	14	0	14		
HAMPTON HEIGHTS CHILD DEV CENTER (K)	12	0	0	12		
HAMPTON PARK CHRISTIAN SCHOOL (K-12)	57	310	71	438		
HAYNSWORTH SCHOOL (K-8)	37	100	0	137		
HIDDEN TREASURE CHRISTIAN SCHOOL (K-12)	0	24	5	29		
KINDER CARE LEARNING CENTER - MAULDIN (K)	7	0	0	7		
KINDER CARE LEARNING CENTER - TAYLORS	0	0	0	0		
KINDER CARE LEARNING CENTER #440 (K)	10	0	0	10		
KINDER CARE LEARNING CENTER #441 (K)	10	0	0	10		
PARANATHA BAPTIST SCHOOL (K-1)	12	16	0	28		
PITCHELL RD CHRISTIAN ACADEMY (K-8)	32	100	0	132		
MONTESORI CHILDREN'S HOUSE - MAULDIN (K)	26	3	0	29		
MONTESORI EDUCATION CENTER (K-6)	0	0	0	0		
MONTESORI SCHOOL OF GREENVILLE (K-5)	27	66	0	93		
NEW LIFE CHILD DEVELOPMENT CENTER (K)	3	0	0	3		
ORCHARD FOREST ACADEMY OF PERFORMING ARTS (K-12)	0	26	13	39		
OUR LADY OF THE ROSARY (K-8)	0	175	0	175		
OUR SAVIOR LUTHERAN SCHOOL (K-2)	32	26	3	61		
SAINTS CHILDREN'S CENTER & KINDERGARTEN (K)	19	3	3	25		
SEVENTH DAY ADVENTIST CHURCH SCHOOL (K-12)	0	26	0	26		
SHANNON, PERFECT CHILDREN SCHOOL (K-12)	32	102	130	264		

TABLE 12 (CONTINUED)

COUNTY	SCHOOL NAME AND GRADE RANGES	KINDERGARTEN	ELEMENTARY		TOTAL
			GRADES 1-3	GRADES 3-12	
SUMMIT	SMALL WORLD CHILD CARE CENTER (K)	30	3	0	33
	SOUTHSIDE CHRISTIAN SCHOOL (K-12)	81	443	151	675
	ST ANTHONY'S SCHOOL (1-5)	0	33	0	33
	ST MARTIN EDUCATION CENTER (1-4)	0	16	0	16
	ST MARY'S SCHOOL (K-8)	70	215	0	285
	TABERNACLE CHRISTIAN SCHOOL (K-12)	83	420	160	663
	TRINITY LUTHERAN DAY SCHOOL (K-3)	16	41	6	63
	TRINITY UNITED METHODIST KINDERGARTEN (K)	12	0	0	12
	WASHINGTON AVE CHRISTIAN SCHOOL (K-12)	24	116	44	184
	WHITE OAK BAPTIST CHURCH KINDERGARTEN (K)	10	0	0	10
	TOTAL	1136	3031	1287	6244
GREENWOOD	CAMBRIDGE ACADEMY (K-12)	32	164	47	243
	COMMUNITY CHRISTIAN SCHOOL (K-12)	21	62	19	102
	EAST SIDE CHRISTIAN SCHOOL (K-10)	52	192	20	264
	SUNSHINE HOUSE (K)	25	0	0	25
	ZION TEMPLE SEVENTH DAY ADVENTIST SCHOOL (1-8)	0	12	0	12
	TOTAL	130	428	86	636
HAMILTON	PATRICK HENRY ACADEMY (K-12)	16	151	83	250
	TOTAL	16	151	83	250
HOBBS	CALVARY CHRISTIAN SCHOOL (K-12)	59	241	43	343
	COASTAL ACADEMY (K-12)	15	125	88	228
	CONWAY CHRISTIAN SCHOOL (K-3)	17	10	0	27
	GRACE CHRISTIAN SCHOOL (K-12)	4	37	25	66
	LANGSTON MEM. BAPTIST CHURCH CHILD DEV CTR (K)	9	6	0	15
	LIFE CHRISTIAN ACADEMY (K-9)	3	17	2	22
	MYRTLE BEACH MONTESSORI SCHOOL (K-7)	21	48	0	69
	OCEAN VIEW TEACHING LEARNING CENTER (K)	12	0	0	12
	RISEN CHRIST LUTHERAN SCHOOL (K-5)	10	51	0	61
	ST ANDREW'S SCHOOL (1-8)	0	223	0	223
	ST PHILLIP'S LUTHERAN KIND (K)	24	3	0	27
	TINKER BELL KING OF FIRST BAPTIST CHURCH (K)	5	3	0	8
	WACCAMAW ACADEMY (K-12)	24	121	24	169
	LEE CARE KINDERGARTEN (K)	5	0	0	5
	TOTAL	216	813	187	1216
JACKSON	ABUNDANT LIFE ACADEMY (K-12)	19	102	37	158
	PIUGELAND CHRISTIAN ACADEMY (1-12)	0	21	24	45
	THOMAS KEYWARD ACADEMY (K-12)	47	438	189	674
	TOTAL	66	561	243	870

TABLE 12 (CONTINUED)

COUNTY	SCHOOL NAME AND GRADE SPAN	KINDERGARTEN	ELEMENTARY		TOTAL
			GRADES 1-6	GRADES 7-12	
BERSHAW	BETHEL HOME FOR BOYS (11-12)	0	3	5	8
	BETHESDA PRESBYTERIAN KIND (K)	11	0	0	11
	CAMDEN CHRISTIAN SCHOOL (11-12)	0	23	4	27
	CAMDEN MILITARY ACADEMY (7-12)	0	49	195	244
	*FIRST BAPTIST CHURCH KINDERGARTEN	0	0	0	0
	GRACE EPISCOPAL KINDERGARTEN (K)	12	0	0	12
	MALVERN HILL BAPTIST CHURCH KINDERGARTEN (K)	15	0	0	15
	MONTESSORI LEARNING CENTER (K-6)	50	30	0	80
	*PINE GROVE SCHOOL (LUG)	0	0	0	0
	*SEVENTH DAY ADVENTIST SCHOOL	0	0	0	0
	TRINITY UNITED METHODIST CHURCH KIND (K)	10	0	0	10
	TOTAL	106	105	204	415
LANCASTER	DAVIS CHILD CARE (K)	15	0	0	15
	FAITH CHRISTIAN SCHOOL (K-6)	7	45	0	52
	JO'S DAY NURSERY & KINDERGARTEN (K)	35	0	0	35
	TOTAL	57	45	0	102
LAURENS	FAITH CHRISTIAN SCHOOL (K-12)	6	52	31	89
	FIRST BAPTIST CHURCH KIND (K)	34	0	0	34
	FIRST PRESBYTERIAN CHURCH KIND (K)	9	0	0	9
	KIDIE KORNER DAY SCHOOL (K)	6	0	0	6
	SECOND BAPTIST CHURCH KIND (K)	11	0	0	11
	THORNWELL SCHOOL (K-12)	10	154	95	259
	TOTAL	76	206	126	408
LEE	BISHOPVILLE CHRISTIAN SCHOOL (K-2)	3	9	0	12
	AGUERT E LEE ACADEMY (K-12)	24	179	145	348
	TOTAL	27	187	145	359
LEXINGTON	AHC DARIAN PINK-SCHOOL (K)	12	0	0	12
	ADLETTAN CHILD CARE AND KINDERGARTEN (K)	5	0	0	5
	ADLETTAN CHILD CARE CENTER (K)	15	0	0	15
	CALVARY CHRISTIAN SCHOOL (K-12)	5	27	7	39
	CHILDREN'S WORLD - IMPD (K)	12	0	0	12
	*CHILDREN'S WORLD, INC - COLUMBIA	0	0	0	0
	CHILDREN'S WORLD, INC - LEXINGTON (K)	25	0	0	25
	*CHILDREN'S WORLD, INC - WEST COLUMBIA	0	0	0	0
	COLUMBIA CHRISTIAN SCHOOL (K-12)	5	66	20	91
	TOTAL	74	93	27	194

TABLE 12 (CONTINUED)

COUNTY	SCHOOL NAME AND GRADE LEVEL	KINDERGARTEN	ELEMENTARY		TOTAL
			GRADES 1-5	GRADES 2-12	
COLUMBIA	COLUMBIA JUNIOR ACADEMY (K-10)	0	50	7	57
	GASTON FIRST BAPTIST CHURCH KIND (K)	6	0	0	6
	GINGERBREAD HOUSE KINDERGARTEN (K)	12	0	0	12
	GRACE CHRISTIAN SCHOOL (K-12)	59	350	97	506
	HALLMARK SCHOOL	0	0	0	0
	HOLY TRINITY LUTHERAN SCHOOL (K-8)	5	35	0	40
	LA PETITE ACADEMY - COLUMBIA	0	0	0	0
	LA PETITE ACADEMY - IRMO (K)	32	0	0	32
	MOTHER GOOSE CHRISTIAN DAY CARE (K)	14	0	0	14
	RIVERLAND HILLS BAPTIST KINDERGARTEN (K)	13	0	0	13
	ROCKING HORSE CHILD CARE CENTER (K)	17	0	0	17
	ST ANDREW'S CHRISTIAN ACADEMY (K-6)	39	79	0	118
	ST PAUL'S CHRISTIAN SCHOOL (K-12)	14	40	5	59
	STATE ST BAPTIST CHURCH KINDERGARTEN (K)	13	0	0	13
	TINA'S DAY CARE AND KINDERGARTEN (K)	14	0	0	14
	UNION UNITED METHODIST CHURCH KIND (K)	36	0	0	36
	VICTORY BIBLE CHRISTIAN SCHOOL (K-7)	5	17	0	22
	WEST COLUMBIA FIRST BAPTIST KINDERGARTEN (K)	17	0	0	17
	TOTAL	375	459	141	1175
HCCGRICK	LONG CANE ACADEMY (K-12)	13	110	52	163
	TOTAL	13	110	52	163
JARRICK	FREE WILL BAPTIST CHURCH SCHOOL (K-12)	4	31	9	44
	GRACE BAPTIST CHURCH MINISTRIES	0	0	0	0
	PEL DEE ACADEMY (K-12)	20	197	119	336
	TOTAL	24	228	128	380
MARLBORO	MARLBORO ACADEMY (K-12)	0	189	73	262
	ST PAUL'S EPISCOPAL CHURCH KINDERGARTEN (K)	14	0	0	14
	TOTAL	14	189	73	276
NEWBERRY	CENTRAL CHRISTIAN SCHOOL (K-12)	5	9	5	19
	NEWBERRY ACADEMY (K-12)	36	180	19	235
	TOTAL	41	189	24	254
OLUNEE	FAIRPLAY CHRISTIAN SCHOOL (K-12)	6	26	5	37
	FAITH TRAINING CLEVELAND CHRISTIAN SCHOOL (K-12)	3	10	8	21
	EMMANUEL CHRISTIAN SCHOOL (K-12)	1	24	17	42
	SENECA BAPTIST CHILD DEVELOPMENT CENTER (K)	22	6	3	31
	TOTAL	32	66	33	131

TABLE 12 (CONTINUED)

COUNTY	SCHOOL NAME AND GRADE SECT	DISADVANTAGED	ELEMENTARY		TOTAL
			GRADES 1-8	GRADES 9-12	
	WESTMINSTER BAPTIST CHURCH KINDERGARTEN (K)	10	0	0	10
	TOTAL	36	70	26	132
ORANGEBURG	BOWMAN ACADEMY (1-12)	0	70	33	103
	CORINTH BAPTIST KINDERGARTEN (K)	17	0	0	17
	*FIRST BAPTIST KINDERGARTEN	*	*	*	*
	GARDEN CITY CHRISTIAN SCHOOL (K-12)	31	124	44	199
	GRACE CHRISTIAN ACADEMY (1-12)	0	7	7	14
	HERITAGE HALL ACADEMY (K-12)	14	95	52	161
	HOLLY HILL ACADEMY (1-12)	0	266	92	298
	HOLY TRINITY SCHOOL (K-8)	20	83	0	103
	ORANGEBURG CHRISTIAN SCHOOL (K-12)	18	94	29	141
	ORANGEBURG PREPARATORY SCHOOL (K-12)	120	978	500	1598
	SANTÉE CHRISTIAN SCHOOL (K-12)	5	30	5	40
	SOUTHERN METHODIST KINDERGARTEN (K)	10	0	0	10
	ST ANDREW'S METHODIST KINDERGARTEN (K)	15	0	0	15
	ST PAUL'S KINDERGARTEN (K)	15	0	0	15
	WESLEY CHRISTIAN SCHOOL (1-12)	0	48	18	66
	TOTAL	265	1735	780	2780
PICKENS	ALPHA MONTESSORI SCHOOL - CLEMSON (K-K)	12	22	0	34
	CREATIVE WORLD OF LEARNING (K)	11	0	0	11
	EASLEY CHRISTIAN SCHOOL (K-12)	18	87	64	169
	EASLEY FIRST BAPTIST CHURCH KINDERGARTEN (K)	10	0	0	10
	EPISCOPAL DAY SCHOOL (K)	23	0	0	23
	FIRST WESLEYAN CHRISTIAN SCHOOL (K-12)	15	22	0	37
	GER. MEMORIAL BAPTIST CHURCH DEV CENTER (K)	24	0	0	24
	LANPARK CHRISTIAN ACADEMY (K-11)	6	57	19	82
	OLENOY VALLEY CHRISTIAN SCHOOL (K-12)	8	33	17	58
	PICKENS PRESBYTERIAN CHILD DEV CENTER (K)	18	3	0	18
	TOTAL	145	221	100	466
RICHLAND	AUERMAN CHILD CARE & KINDERGARTEN (K)	14	0	0	14
	DAYTON BAPTIST KINDERGARTEN (K)	21	0	0	21
	*DELEGENE EARLY LEARNING CENTER	*	*	*	*
	CAMBRIDGE HALL PRE-SCHOOL (K)	12	0	0	12
	CARLTON NEWMAN HIGH SCHOOL (9-12)	0	0	350	350
	*CENTRAL CAROLINA CHRISTIAN ACADEMY	*	*	*	*
	COLLEGE PLACE UNITED METHODIST CHURCH NINE (K)	16	0	0	16
	COVENANT PRESBYTERIAN DAY SCHOOL (K-16)	32	113	3	148
	DISCERNITIVE EDUCATIONAL CENTER, INC (K-12)	2	19	26	47
	EASTMINSTER KINDERGARTEN (K)	24	0	0	24
	HEATHWOOD HALL EPISCOPAL SCHOOL (K-12)	47	423	244	714
	JAMES H. HARRISON ACADEMY (1-12)	6	599	332	937

TABLE 5.2 (Continued)

SCHOOL NAME	ELEMENTARY		SECONDARY		TOTAL
	GRADES 1-6	GRADES 7-12			
JEWISH COMMUNITY CENTER PRE-SCHOOL (K)	14	0	0	14	
KILBOURNE PARK BAPTIST KINDERGARTEN (K)	16	0	0	16	
KINDER CARE LEARNING CENTER #442 (K)	12	0	0	12	
KINDER WORLD DAY CARE CENTER (K-1)	14	12	0	26	
KIRKLAND KIDDIS KOOP & KINDERGARTEN (K)	17	0	0	17	
LA PETITE ACADEMY - WARRIERS FERRY RD (K)	7	0	0	7	
LA PETITE ACADEMY - TWO NOTCH RD (K)	23	0	0	23	
MONTESSORI CHILD DEVELOPMENT CENTER (K)	0	0	0	0	
MONTESSORI COLLEGE OF EARLY LEARNING (LUNG)	0	0	0	0	
MONTESSORI EARLY LEARNING CENTER (K-2)	25	10	0	35	
PALMETTO BAPTIST ACADEMY (K-12)	11	34	6	51	
REID KINDERGARTEN (K)	75	0	0	75	
SANDHILLS ACADEMY (1-8)	0	37	0	37	
SHANDON PRESBYTERIAN KINDERGARTEN (K)	37	0	0	37	
SHANDON UNITED METHODIST KINDERGARTEN (K)	25	0	0	25	
SISTER CLARA MUHAMMAD SCHOOL (K-2)	9	6	0	15	
SLOANS SCHOOL, INC (K-12)	16	84	90	190	
ST JOHN NEUMANN SCHOOL (K-8)	20	110	0	130	
ST JOSEPH'S SCHOOL (K-8)	25	296	0	321	
ST JUDE'S EPISCOPAL KINDERGARTEN (K)	5	0	0	5	
ST MARTIN'S EARLY CHILDHOOD CENTER (K-5)	25	79	0	104	
ST MICHAEL'S PRE-SCHOOL (K)	20	0	0	20	
ST PETER'S SCHOOL (K-8)	20	150	0	170	
SUNSHINE KIDS (K)	4	0	0	4	
TENDER LOVING CARE KING (K)	12	0	0	12	
THE SUNSHINE KIDS (K)	23	0	0	23	
TIMMERMAN SCHOOL (K-8)	40	360	0	400	
TRINNHOLM RD UNITED METHODIST DAY CARE (K)	14	0	0	14	
TRINITY PRESBYTERIAN CHURCH KINDERGARTEN (K)	16	0	0	16	
VIRGINIA WINGARD METHODIST CHURCH KING (K)	5	0	0	5	
TOTAL	788	2410	1041	4249	
COMMUNITY CHRISTIAN ACADEMY (K-12)	1	25	6	32	
M LUTHER KING ACADEMY (K-12)	10	144	70	224	
TOTAL	11	169	76	256	
ABC EARLY LEARNING CENTER (K)	25	0	0	25	
BETHEL DAY CARE KINDERGARTEN (K)	31	0	0	31	
BIG PEEP DAY CARE CENTER	0	0	0	0	
BOILING SPRINGS FIRST BAPTIST KING (K)	25	0	0	25	
CHILDHOOD DAY CARE	0	0	0	0	
COMMUNITY FIRST ACADEMY (1-12)	0	27	11	34	
EGGLETON MEMORIAL SCHOOL (1-8)	6	32	0	38	
FIRST BAPTIST DAY CARE & KIND (K)	32	0	0	32	
GRACE CHRISTIAN SCHOOL (K-12)	5	47	20	72	
GROWING YEARS (K)	0	0	0	0	

TABLE 12 (CONTINUED)

SCHOOL	SCHOOL NAME AND GRADE	PRE-SCHOOL	ELEMENTARY GRADES 1-5	SECONDARY GRADES 7-12	TOTAL
COUNTY	HAPPY DAY PLAYSCHOOL (K)	20	0	0	20
	INMAN CHRISTIAN ACADEMY (K-12)	12	30	4	54
	PIDDIE POLLEGE (K)	0	0	0	0
	KIDDIE WONDERLAND (K)	21	0	0	21
	KINDER CARE LEARNING CENTER (K)	25	0	0	25
	LA PETITE ACADEMY CHILD CARE (K)	11	0	0	11
	LITTLE SCHOOL (K)	7	0	0	7
	LYMAN UNITED METHODIST CHURCH DAY CARE CENTER (K)	10	0	0	10
	MISS EDDIE'S CHILD DEVELOPMENT CENTER (K)	15	0	0	15
	MONTESSORI ACADEMY (K)	25	0	0	25
	POCKING HORSE LEARNING CENTER (K)	25	0	0	25
	SOUTHERN CHURCH DAY NURSERY & KINDERGARTEN (K)	40	0	0	40
	SPARTANBURG DAY SCHOOL (K-12)	54	269	85	407
	ST JAMES METHODIST KINDERGARTEN (K)	32	0	0	32
	ST MATTHEW'S EPISCOPAL CHURCH KIND (K)	4	0	0	4
	ST PAUL THE APOSTLE SCHOOL (K-9)	26	204	0	230
	ST PAUL UNITED METHODIST PRE-SCHOOL (K)	24	0	0	24
	WESTGATE CHILD DEVELOPMENT CENTER	27	137	19	183
	WESTGATE CHRISTIAN SCHOOL (K-11)	21	0	0	21
	WESTMINSTER PRESBYTERIAN DAY SCHOOL (K)	21	0	0	21
	TOTAL	538	247	147	1432
SUMTER	CAROLINA PILES	0	0	0	0
	FRIENDSHIP CHILD CARE CENTER (K)	17	0	0	17
	GRACE BAPTIST KINDERGARTEN (K)	15	0	0	15
	MUGGER'S ACADEMY (K-12)	19	102	110	319
	LA PETITE ACADEMY	0	0	0	0
	RED BALLOON KINDERGARTEN (K)	10	0	0	10
	ST ANNE'S SCHOOL (1-8)	0	100	0	100
	ST CATHERINE'S KINDERGARTEN (K)	10	0	0	10
	ST CHRISTOPHER'S KIND (K)	10	0	0	10
	ST JULE CENTRAL HIGH SCHOOL (9-12)	0	0	130	130
	ST JUDE PRIMARY SCHOOL (K-4)	11	117	0	148
	SUMTER CHRISTIAN SCHOOL (K-12)	57	219	49	345
	TRIPLE BAPTIST CHRISTIAN SCHOOL (K-11)	17	0	11	34
	THOMAS SUMTER ACADEMY (K-12)	56	540	122	718
	WORTH NURSERY AND KINDERGARTEN	0	0	0	0
	WILSON HALL (K-12)	26	149	269	444
	TOTAL	296	1110	454	1860
WILSON	UNION ACADEMY (K-12)	17	47	23	87
	TOTAL	17	47	23	87
WILLIAMSBURG	ABC KINDERGARTEN (K)	10	0	0	10

TABLE 12 (CONTINUED)

COUNTY	SCHOOL NAME AND GRADE SPAN	KINDERGARTEN	ELEMENTARY		SECONDARY	TOTAL
			GRADES 1-5	GRADES 6-12		
COLUMBIA	FIRST BAPTIST KINDERGARTEN (K)	56	0	0	56	
	INDIAN TOWN PRESBYTERIAN KINDERGARTEN (K)	3	0	0	3	
	WILLIAMSBURG ACADEMY (K-12)	0	334	206	540	
	WILLIAMSBURG KINDERGARTEN (K)	19	0	0	19	
	TOTAL	78	334	206	618	
TUCKER	ANNE HARRON CHILD DEV CENTER (K)	20	0	0	20	
	BLESSED HOPE BAPTIST SCHOOL (K-12)	20	67	23	110	
	EASTVIEW BAPTIST PRESCHOOL (K)	0	0	0	0	
	HERITAGE USA ACADEMY (K-12)	17	133	85	235	
	PICCOLI HOME DAY NURSERY (K)	10	0	0	10	
	PICCOLI COLLEGE CHILD DEV CENTER (K)	60	0	0	60	
	*RAINBOW TRAIL	-	-	-	-	
	ROCK HILL CHRISTIAN ACADEMY (K)	34	0	0	34	
	ST ANNE'S SCHOOL (K-6)	24	144	0	168	
	THE CATAWBA SCHOOL (K-12)	39	164	110	313	
	THE CHILDREN'S CHRISTIAN DEV CENTER (K)	0	0	0	0	
	TRINITY CHRISTIAN SCHOOL (K-12)	53	206	74	333	
	WESTMINSTER CHRISTIAN SCHOOL (K-6)	41	100	0	141	
	TOTAL	342	614	292	1248	
STATE TOTAL		(TOTAL NUMBER OF PRIVATE SCHOOLS - 498)	811	2753	10657	46422

SOURCE: SPECIAL SURVEY SENT TO EACH PRIVATE AND PAROCHIAL SCHOOL.

*REPORT NOT RECEIVED.

^b THE SUM OF KINDERGARTEN, ELEMENTARY AND SECONDARY ENROLLMENT WILL DIFFER FROM THE TOTAL ENROLLMENT COLUMN DUE TO SOME STUDENTS BEING CLASSIFIED AS UNGRADED. THIS ALSO AFFECTS COUNTY AND STATE TOTAL ENROLLMENT.